

The Clearing House

A journal for modern junior and senior high schools

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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A journal for modern junior and senior high schools

VOL. 20

JANUARY 1946

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WE ARE

*Our community does
make cowards of us all*

Mostly LIKE THIS

By
GEORGE H. HENRY

ON A DAY during the revolution in Spain a new teacher in our school, hardly over twenty-two, burst into my office on exactly the eighth school day and excitedly said:

"Here I am—to teach European history. How can I, when they are deciding our destiny in Spain? Can't you see it all coming—the death struggle of Fascism and Communism? It's our war. I'm to be placid—to teach the Gunpowder Plot, the Spanish succession, the burning of Moscow. I asked them what democracy is. You should have seen their vacant faces.

"My country in peril, and here I sit. I—I don't know what to do about it. I've had to talk Communism the very first day of school. Does the Legion mess much? What do you do?"

She was breathless, sincere as they come, a true lover of democracy, wanting very much to be of use to it.

EDITOR'S NOTE: *There are burning issues that should be discussed in class today, states Hr. Henry—but it's safer to deal with the burning of Rome. The world sits uneasily on a nest of atomic bombs—but they don't fire teachers who confine themselves to the Gunpowder Plot. Mr. Henry, who is principal of Dover, Del., High School, puts the situation up to us squarely.*

"I can't do anything for you," I said. "You must decide for yourself whether to drift with the tide or to follow your conscience. I can fend off criticism at a board meeting but the problem is your private one."

We looked at each other in silence for a few seconds.

"Isn't there a militant teachers' organization that sees the peril and would back me?" she said.

"Goodness, you are green," I replied, teasingly. "Don't you know that teaching is infested with Communists now?"

"Well, I'll take them up to 1890 and quit."

As she banged the door, I remembered that fifteen years ago I had asked my principal the same type of question during the very first week of my teaching career, during a red scare. But he was less evasive, and had said something like this: "What you consider prejudice the community may accept as truth, and since the community established the school, you are engaged to teach what the community wants."

I was too callow then to ask him for a referent for his word, "community".

Although at various times every citizen of a democracy has this issue of integrity to settle with himself, varying with his occupation and his sensitivity, the teacher has it to resolve almost daily, feinting, shifting,

and hedging—turning aside an honest question or being deliberately silent. Some teachers postpone, year after year, the resolution of this conflict, hoping that inadvertently martyrdom will never strike, until they rapidly become meek and ineffectual, fretting all the while that they are withholding their best from the pupils; ultimately turning scornfully on themselves for being cowards.

For such a teacher there is little consolation that our constitution has set up machinery in defense of freedom of speech or that his teachers' organization has been able to push a tenure law through the state legislature, for social conventions are more binding than constitutional guarantees, and tradition has a way of superseding law.

On the night before the young teacher stormed into my office I had been reading in Tacitus about Nero's reasons for persecuting the Christians. Tacitus, scholarly, straining for objectivity, best mind, probably, of his day, could believe this of the early Christians: "a most mischievous superstition . . . an immense multitude was convicted, not so much of the crime of firing the city, as of [their] hatred of mankind." Haters of mankind—those who taught that God is love!

Do these pupils know, I mused, that Christianity was once thought the enemy of God? Do they know that democracy, too, was once the enemy of God? I then mused how a powerful trinity of Christianity, Democracy, and Socialism might create the brave new order the world is longing for—Christianity the generative force, Socialism the economic structure, and democracy the political form. I thought of all this not as truth but as something tentatively to explore—an attempt to dissipate the soul-withering enmity that these three universal forces have unloosed.

Like all teachers, at such moments, I excitedly worked out its implications for teaching—the supreme thrill of being a

teacher. Suppose we did justifiably abominate communism, I thought, still it would be wrong, through indoctrination, to allow the word in pupils' minds to have the horrid overtones of a concept like syphilis, for then all avenues to reason would be closed, and butcherings like those of the French revolution or of Spain would inevitably result.

How well I remembered what pupils write under patriotic duress, when the local patriots ask for essay contests. Here are some examples: "They [Russians] have no homes, no food, no anything. They are just living from day to day." "Communism is also against democracy because of their belief of getting the most out of life, because after you die, you're dead, and that's the end of it." "The motto of the U.S.—'One for all, all for one'."

Then it happened—as it has happened thousands of times in the profession in the past and especially in those days between the rise of the Liberty League and the free enterprise advertisements of Kelvinator—a cross dangled before my eyes, the eternal problem of teaching. Would I, in the search for truth, dare link this trinity of forces publicly? Only last year one of our teachers, a young Catholic, was reported for subversive propaganda because he used in class an article from *Reader's Digest* that was good enough for millions of his countrymen to read but not fit for youth about to become citizens.

Even a Methodist weekly, *Zion's Herald*, can write an editorial in this fashion: "Strange it is that the millennial hope of the ages is now in process of realization on a grand scale—in Soviet Russia. It shows clearly how many of the basic principles of Christ are today being put into practice on a grand scale by the Communists." In teaching you are dismissed for such statements and none ever knows why: your martyrdom is not silhouetted on a hill against a glowing sunset; the Rugg books were removed

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from the schools for much milder comments.

Speculating thus, I was unaware how late it was until I heard the milktrain whistle for the crossing. How lovely and piercing! What I felt when I heard it I would offer to teaching as the best part of me. At such times I feel like pledging myself to do some

great positive good through teaching, to go through with it this time. The volume of Tacitus on my knees made me think of the many palms I saw scratched above the tombs in the catacombs. I had touched the bones in some of the open graves. But unfortunately idealism often doesn't end happily.



25 Essentials for Healthful School Living

All of the experiences of a pupil in school have an effect on his well being. Those of particular importance are the conditions of the environment, the conditions of the classroom experience, and the conditions of the school organization. To effect a positive influence of good over the individual, the healthful school living program should include the following as minimum essentials:

1. School buildings and grounds constructed and maintained so they provide an environment conducive to safeguarding the wellbeing of the individual pupils with a minimum of health and safety hazards.
2. School buildings and grounds planned and arranged so they are an educational experience in art.
3. When necessary, transportation provided to and from school under wholesome conditions.
4. Adequate protection against fire and earthquake hazards, including an efficient system of alarm and drills.
5. Sufficient drinking, washing, and toilet facilities.
6. The screening of all toilet and cafeteria windows. (If possible, classroom windows as well)
7. Illumination on all desks and blackboards of between 30- and 40-foot candles. (No glare should be evident anywhere in the room.)
8. All playgrounds adequately drained and surfaced so that there is a minimum of mud and a maximum of use at all times.
9. An accurate thermometer hung at about the desk-top level. (A temperature of 68 to 72 degrees Fahrenheit should be maintained in all parts of the room on cold days.)
10. Adequate and appropriately marked areas for team and for individual games.
11. General cleanliness of the classroom, furniture, walls, and floors which meets accepted standards or is at least on a level with the best kept homes in the community.
12. Windows equipped with air deflectors; and

teachers instructed on the methods of ventilation.

13. Chairs provided which are of such a height and depth that the pupil can sit in comfort with the feet flat on the floor and so the region just above the knees, and the legs below the knees, are free from pressure. The lower and upper portions of the back should be supported.

14. Desks provided so that when the pupil is using them, he does not usually need to change the position of his thighs on the seat, or to bend sharply to the side to maintain comfort.

15. A browsing or reading room for pupils who come to school early or have to stay late.

16. Walls and ceilings painted pleasant pastel colors.

17. The length of the school day adjusted to the age and grade level of the pupils.

18. Daily classroom periods so arranged as to minimize fatigue and to promote an economy of learning.

19. Constant attention to the principle of individual differences by the school and its faculty.

20. Homework designed and planned so it becomes an educative lesson, not a source of misery and sleeplessness.

21. Good housekeeping, in evidence not only in the buildings but on the grounds as well.

22. Opportunities and adequate equipment provided for a pupil to lie down if the occasion demands it.

23. Opportunity for a hot lunch for all pupils if it is inconvenient for them to go home during the noon intermission.

24. School grounds protected from outside influence, the pupils not being permitted to leave the grounds except to return to their homes.

25. *A school cafeteria serving as an educational experience in good nutrition.* (The cafeteria experience should be a continuation of nutrition instruction conducted in the classroom.)—LLOYD E. WEBSTER in *California Journal of Secondary Education*.

HARVARD REPORT:

A Socially Impotent Education?

By
LEON MONES

THE HARVARD COMMITTEE that prepared the report entitled *General Education in A Free Society* included the authors of *Thucydides* and *The Philosophy of Plato*, and this is rather pleasantly obvious. For the report is written in the urbane, modulated English of the cultivated classical scholar.

The committee, appointed by President James Bryant Conant to study "The Objectives of a General Education in A Free Society", set out to find, largely by speculation, a prescription for our national education on a "broad basis of understanding which is essential if our civilization is to be preserved". It set out, quite evidently, in active sympathy with President Conant's introductory admonition that "the heart of the problem of a general education is the continuance of the liberal and humane tradition".

Perhaps the most expedient way to appraise the resulting report for our purposes is to follow it along its trail of logic, taking frequent bearings to preserve our own sense of direction and perspective as teachers ex-

perienced in the ways of American secondary education.

The report begins by identifying "two characteristic facets of democracy: the one, its creativity; . . . the other, its exposure to discord. . . ." Because of the second facet of democracy, which includes all the non-conformities, the diversities, the divisive influences, the centrifugal social and cultural pluralities, the committee believes that "a supreme need of American education is for a unifying purpose and idea", and that therefore "general education, as education for an informed, responsible life in our society has chiefly to do . . . with the question of common standards and common purposes".

Well, suppose we tentatively but cautiously go along—cautiously because the argument is persuasive. Certainly we know, in fact with reservations we advocate, that a democratic social order is essentially a pattern of multiform and diversified cultural forces and elements. And we agree that areas of accommodation and factors of joint policy and action must be established. We have always believed in the axiom that a democratic social order must achieve unity without conformity. And though we may be somewhat hesitant about accepting "common standards" without further explanation, we certainly believe in the great social need of "common purposes". But let us continue.

The report proceeds to demonstrate the difference between the education that is specialistic training and the "education in a common heritage and toward a common citizenship". It is the latter that the committee identifies as general education, since

EDITOR'S NOTE: *The Harvard Committee's report, General Education in a Free Society, is a document of some importance, which is being attacked by those who believe in a realistic, modern social education for all young people. THE CLEARING HOUSE has run a review of the report in the November 1945 issue, and an editorial in the December 1945 issue. In the present article, Dr. Mones offers his criticisms of the report. Dr. Mones is principal of Cleveland Junior High School, Newark, N.J.*

it deals not "with the thousand influences dividing man from man, but with the necessary bonds and common ground between them."

Surely we are in hearty accord. Emphatically any program of general or universal education must reveal, establish, and activate the great common social purposes and objectives, the fundamentally cooperative aims which can unite us in the activities and aspirations of group life. If the report will help to clarify or identify these, its value must be immeasurable. So we proceed.

It continues by stressing again the "binding, integrative working of general education to check and counterbalance" the divisiveness of our present situation, the legacy of disturbance and maladjustment that the momentum and velocity of American education have left. The report even proposes and advances a terminology for the two basic, contradictory facets, "Jeffersonianism" to indicate "discovering and giving opportunity to the gifted student" and "Jacksonianism" to indicate "raising the level of the average student". It amplifies this distinction by further identifying "Jeffersonianism" with "the right of any person to create and do for his own profit" and "Jacksonianism" with "the right of the public to what will be to its profit". Because our education is imbalanced between these two polar democratic tensions, the committee believes that we are faced with a confusion of educational aims which works "against the good of society by helping to destroy the common ground of training and outlook on which any society depends".

Certainly in all this there is a lot of room and a lot of stimulation for honest debate and diversity of opinion, but we feel even more eager to hear the formula that can unify and integrate all the divisive elements into a program of general education.

The first strong suggestion comes with

the statements that "education in the great books is essentially an introduction of students to their heritage", and that "our society, like any society, rests on common beliefs and that a major task of education is to perpetuate them." In the frame of this conviction the committee offers as its formula, a sort of golden mean of educational objectives, a sort of terra firma between the conflicting claims of heritage and change, of stability and innovation, the formula of "change within commitment". This middle way between the Scylla of extreme "Jacksonianism" and the Charybdis of extreme "Jeffersonianism" is to be found in scholarship, which alone can succeed in wedding the wisdom of our heritage to the activities of our lives.

We need some great integrative and synthesizing educational principle or objective to bring cultural order out of impending chaos, to effect a singleness of democratic purpose, let us admit. But shall we agree that this integrative experience as purpose, will, and action really can be found in the study of great books? Or in the three kinds of academic knowledge (natural science, social studies, and the humanities) that the committee believes indispensable categories of general education? Or in the four general aims (to think effectively, to communicate thought, to make relevant judgments, to discriminate among values) that the committee proposes as the skills of general intellectual discipline?

Even the committee's magical statement that "the best way to infect the student with the zest for intellectual integrity is to put him near a teacher who is himself selflessly devoted to the truth; so that a spark from the teacher will, so to speak, leap across the desk into the classroom, kindling within the student the flame of intellectual integrity, which will thereafter sustain itself"? Finding teachers "selflessly devoted to the truth" is not too easy, and

a desk is very often quite a barrier against a spark. We know that we have had teachers who tried to teach these books with skill, knowledge, sympathy, and enthusiasm, and got nowhere.

Perhaps we can now quite frankly find our point of issue. We cannot believe that "the books—whether in verse or prose, whether epic, drama, narrative, or philosophy—which have been the great meeting points and have most influenced the men who in turn have influenced others are those we can least afford to neglect, if ways can be found of opening better access to them."

We cannot believe that intellectual discipline, define it almost as you will, is as the report indicates the fundamental enabling objective of education. We cannot accept the low estimate that the report seems to place on pupil activities, on shop experiences, on occupational study, on school-community responsibilities. We cannot believe that the need for textbooks written by the type of scholar who "knows enough to distinguish the parts of Homer, Plato, the Old Testament, Bacon, Dante, Shakespeare, or Tolstoy which are essential to their value for contemporary general readers from the parts which concern only the special student" is as important to the success of general education as the committee thinks. We cannot believe, as the committee indicates, that the fundamental difference between special and general education is often the nature of the teaching approach and method.

And right here is the crux of our reluctance to surrender ourselves to the committee's findings. We cannot believe that the centralizing principle of general education, the core of the process and purpose, the touchstone of the educational outcome, can be found by the analysis of any traditional content, no matter how timeless by literary or intellectual standards. We cannot accept the belief that scholarly refine-

ment of an academic curriculum, improvement of instructional dexterity, kindling of pedagogic enthusiasm, and the wise prescription of curricular content administered according to proper teaching methods can achieve the synthesis the committee desires.

Rather we feel that we must continue to study the phenomena of human nature, of group activity, of creative personality, of social evolution for our enabling clues, and that what really needs analysis for educational purposes is the pattern of our social environment and the place of the individual within it.

Some of us believe, rather, that the future of education in America must not rest on an organization of academic study no matter how brilliantly logical in scheme. The future of American education must rest on some method of involvement in social purpose, upon some organization of opportunity for young people to participate in the problems of current life. Not heritage but contemporary service, not symbol but reality, not literary abstraction but insight through activity, not academic prescription but actual need and purpose, not growth through mental discipline but through the lesson of responsibility, not social homogeneity but social cooperation and community of purpose, not general education through a core of academic prescription but through common experience in community problems—that is the basis of disagreement that some of us feel with the Harvard Report.

We believe also that much of the advice the committee gives to teachers, for instance on how to teach science or English, is so elementary and gratuitous as to suggest that the committee members may be rather remote from what is going on in our secondary schools and certainly may be underestimating the professional competency of secondary-school teachers.

We admit as the committee maintains

that "ours is at present a centrifugal culture in extreme need of unifying forces", though we are not quite so sure of the extremity of the need. We cordially agree, too, that "rugged individualism is not sufficient to constitute a democracy; democracy also is fraternity and cooperation for the common good."

But our experience has taught us that it is not the great books, much as some of us can learn to prize them, that can furnish common social insights, incentives, or goals. Nor is it a common concern in the traditional values and achievements of academic study. This remains special education no matter what the method. We believe that in spite of the committee's expressed skepticism the development of personality is a major task of education and that personality is developed by participating with maximum freedom in the realities of current concerns. We believe that what we call intelligence or mind is a state of organic vitality that can be aroused by involvement in human purpose.

We believe that society can find cultural integration and community of ideals by facing and solving its practical needs and problems. We believe that freedom and tolerance are learned as men work together rather than as they read and discuss the vicarious inspiration of masterpieces. We believe that education takes place in the give and take of life as purpose is formed, knowledge is gained, and will is activated rather than in literary discussion that seeks to express in words the peaceful and safe middle ground between Heraclitus and Parmenides, between Bergson and Berkley, between Dewey and Royce.

Even if we agreed with the committee as to the value of the great books, the masterpieces, intellectual discipline, and the general academic heritage as the elemental stuff for the core experience of general education, we have been teaching long enough to know that these furnish no way

to reach the boys and girls of our total generation. Certainly some of them, the intellectually gifted, let us say, may learn about life and how to live it from the great heritage of books and the ministrations of scholars, but we are afraid that for the vast majority, the laws of transfer still prevail and that the most inspiring of academic instruction will but add to their divisiveness, non-conformity, and maladjustment.

Literary and academic experiences may furnish to pupils of academic mentality a safe, new-humanistic attitude toward life, but for many other pupils whom we know they will contribute what the committee seeks to avoid, a socially impotent "special" education that will leave them intellectually, morally, and socially untouched.

Of course we have incurred the danger and probably committed the fault of oversimplifying the purport of the report. Certainly one can find quotations here and there that seem to imply a realistic and pragmatic awareness on the part of the committee. In fact one can find quotations that seem to lend support to conflicting policies. This, of course, must of necessity be so, since by the very nature of its assignment the committee undertook to find and express the highest common factors of compromise and accommodation between philosophies and practices. But one scans the report in vain for anything but oblique and fragmentary references to homes, politics, labor, economic security, war, peace, scientific achievement, community needs, and international problems.

Possibly such very elements of social divisiveness are more fruitful as integrative possibilities than the wisdom of Plato's *Republic* or even Bacon's *Novum Organum*. Perhaps some pattern of concern and approach in regard to such realities offers the promise of a basic principle of general education. Perhaps in the midst of such realities the average child of America can or

ganize his personality, establish his security, develop his character, and even learn to practice the skills the committee endorses so heartily: to think effectively, to communicate thought, to make relevant judgments, to discriminate among values.

In brief, unless our interpretation is wrong, the Harvard Committee believes that the purpose of general education is to invest the lives of our citizens with meaning and significance that will perpetuate and further the common good, and that this can be achieved by teaching pupils to project the wisdom of the ages and sages into

the motives and impulses of their current concerns. We are prone to believe that something of a reverse way is wiser, or perhaps more fruitful; the way that consists of finding significance, and purpose, and meaning by learning to participate in the activities and scenes of life with which the pupil is in contact. If general education relies too much on the literary symbols and verbalistic heritage of the past, the result may be that only gifted students will profit, and the very "Jeffersonianism" that disturbs the committee may be aggravated in our educational system.



Redmond High's Reading Skills Program Salvages Failing Pupils

We in Redmond High School have completed our first semester of "going all out" to help that pupil who—through some unfortunate cause—lacks the foundation to carry on his high-school work in a competent manner. We have a faculty lacking "four o'clock jitters", interested in making our school the very best possible.

At our regular faculty meetings we were persistently confronted with the same glaring complaint from each department, "If Johnny could only read." As a result of these round-table discussions we found that in most cases our problem children were those pupils who could not read. There existed in our school a need for the mastery of reading skills. We set about devising ways and means to overcome this difficulty. Through much cooperative planning we worked out a comprehensive schedule that is being carried out on a well coordinated basis.

We instituted a development reading, spelling, and grammar program supplementing our regular courses in English.

Pupils were enrolled in these classes only after they had failed to meet the requirements of a series of standard tests. Classes are as small as we

could make them because the success of such a course depends largely upon the amount of individual assistance which can be given.

Results are astonishing! At the end of twelve weeks individual reading charts indicate that the skills have been successfully mastered, and that there is a consistently rising rate of progress in comprehension. Grammar and spelling have taken a decided change for the better; even writing, not included in our original plan, is showing marked improvement.

Some of the pupils are making the honor roll for the first time, which fact is ample proof that reading is the foundation for all courses.

These same boys and girls are no longer allergic to school atmosphere; instead they have a normal attitude toward school as a whole, and even offer some initiative in the various student body activities.

Our developmental program has not only helped the child, but has given the faculty the satisfaction of feeling that we have made a worthwhile contribution of our time and ability and that our efforts have not been in vain.—M. E. LARIVE in *Oregon Education Journal*.

PSYCHONEUROTICS:

A Teacher-Veteran Asks a Question

Problem by M. B. SMITH

Answer by GULIELMA F. ALSOP, M.D.

THE PRIVATE was a "good" soldier, or at least so we thought. He was no different than any of the rest. Through training he dutifully learned to "take the position of a soldier", execute the proper movements in drill; give the proper answers at the proper time; handle his weapons with a modicum of skill. He was all in all a fair soldier—to all appearances.

Finally he was sent to a port of em-



EDITOR'S NOTE: *A lot of publicity has been given to the psychoneurotic cases that developed in the armed services. The truth is that these young people were psychoneurotic before they were drafted, and while they were still in high school. Their teachers saw the symptoms of their troubles and didn't realize what they were observing. Mr. Smith, a high-school teacher who during his service in the Army encountered some of the psychoneurotic cases, is now back in school and wants to know how he and other teachers can recognize pupils with mental disorders, and help them before it is too late. We submitted his statement to Dr. Alsop, college physician of Barnard College, Columbia University, New York City, for an answer. Dr. Alsop's advice, which follows Mr. Smith's statement, is prepared with the average high school's circumstances in mind, since the majority of school systems do not have psychiatric services available. Mr. Smith taught in the High School at Watertown, S.D., and is now doing graduate work in speech at the University of Minnesota, in Minneapolis.*

barkation. Presumably his training was successful and now he was a soldier upon whom the government had spent a great deal of time and money. The private was still a "good" soldier, or at least so we thought. It was true that he was a little more inclined to be quiet than his fellow soldiers. He was never involved in any disciplinary action. He wrote a great many letters, but then did not everyone do that? The private did nothing to attract attention in the relatively peaceful and comfortable life of the company . . . until one day he failed to join the chow line at noon. The company clerk found him on his bunk with a bullet hole through his head.

The army can move swiftly and it did. Not many of his fellow soldiers saw him taken away and someone had great difficulty explaining why a more careful check had not been made on the number of cartridges issued to the private on his last guard duty.

The officers explained little. "He was sick"—we were not encouraged to discuss the matter. Such things are better left alone. We were told not to judge the dead private.

The boy was a "good" pupil, or so, at least, it was thought. He was apparently no different from the rest. In fact, he was much "better". His teachers thought he was "nice". He never caused any trouble. He never whispered, and he always recited when called upon. It was true that he didn't do much in the way of voluntary recitation. It was true that he seemed to have little of

what some educators like to call initiative, but then with forty of his classmates to provide enough noise, disorder, and random activity he would have passed unnoticed had it not been for the fact that he was a model of deportment from the standpoint of the overworked teacher. He was all in all a fair student.

He did nothing to attract attention in the relatively peaceful life of the classroom—until one day he hanged himself after writing a note in which he asked the world to forgive him for his utter failure while in it.

These two incidents are not fictitious examples; they are two events which occurred twelve years apart. The parallel between them is obvious. Both are examples of what can and does happen to those individuals among us whose personalities are predisposed to instability. Many such "model" students became privates in the Army, and a great many were found to possess those types of personalities which are labeled psychoneurotic. Not all came to such a dramatic and sudden end as the soldier who shot himself, but all suffered as terribly, and all of them cost the Army much lost training time and much money. Society lost too.

There are other examples. The "problem" child becomes the "problem" soldier. The Army "Opportunity" room is not as pleasant as that of the school, so it becomes evident sooner that the "problem" was a non-workable personality. And so the number of psychoneurotic discharges grew. The incidence of rejection on the basis of neurotic tendencies has been very high in this war. Although most are eliminated in screening, some are inadvertently inducted. The Army emphasizes the fact that such individuals will live a normal life in favorable conditions.

Now what has all this to do with the teacher? He does not teach for war; it is not

his job to produce soldiers. The aims of education are the development and training of the individual for effective living in his social environment. Popular opinion and the judgment of educational philosophers unite in recognizing that the most important outcomes of education are the general habits and attitudes that make the individual better able to meet reality. Reality does not always exist in terms of favorable conditions.

It is true that the conditions of warfare and the preparations for it are far from "normal" life. Yet the Army stresses the fact that the psychoneurotic was predisposed in that direction BEFORE his military experiences. It is also interesting to note that most of the psychoneurotic breakdowns occur in relatively secure training centers, for the most part far removed from combat. It is not combat which causes the high rate of psychoneurotic breakdowns, nor is it intrinsically the "military life". It is the fact that a large number of our youth are unable to adjust to anything but the most favorable aspects of reality.

Then can it be said that the teacher has failed? Were the teachers at fault for not discovering and correcting the behavior traits of the boy who hung himself? Did they fail to achieve the goal of giving the soldier who committed suicide the tools and attitudes with which to face reality? It is begging the question to state the old saw to the effect that the teacher has the child for a relatively short time each day and thus cannot be expected to form an entire personality. The statement is true, but how much can he do with those phrases of personality that he does contact?

These neurotics did not spring up over night; the mere donning of a uniform did not create them. The bald fact is that the Army, that so-called inhuman machine, was very efficient at spotting and eliminating those with personality ills. The military can justifiably say, "We cannot afford to

spend time upon these people, we have other things to do." The teachers of America cannot make that statement.

What are they to do—become psychiatrists? Heavens knows the average teacher has more than enough to do without attempting to conduct psychoanalytic interviews with every child under his tutorage. Where is he to gain the knowledge with which to help these individuals? How can

he recognize them in his classroom? The writer has no answer. Perhaps those who are experts in the field of abnormal psychology can throw some light on this sadly neglected field of the relationships of educational processes and the unstable personality. Or are we as teachers to remain what we are now? Are we to continue to be passive accessories to the increased growth of neuroticism in our society?

How to Recognize Psychoneurotic Pupils and Help Them

By GULIELMA F. ALSOP, M.D.

Mr. M. B. Smith, a veteran who has returned to education, asks a most interesting question in the preceding statement.

He asks what school teachers can do to prevent mental breakdowns among their pupils in later life.

No more pertinent question could be asked, whether of doctors, of teachers, or of parents, and no problem elicits our effort more seriously.

This question of mental adequacy is always to the fore in war times, for then a complete testing of young people takes place, a different testing from the scholastic one, one for living and fighting efficiency.

The comparatively new sciences of psychology and psychiatry are deeply engaged in this problem and some of their progress is becoming available to the laity. Inevitably this knowledge must be made available to teacher and parent, for it is in its incipency that mental trouble should be diagnosed and treated. This would need a much more far-reaching and elaborate set-up for mental diagnosis than any school possesses, and—with the dearth of doctors—than any school will possess for a long period of time.

Therefore, some ways of helping teachers and parents to recognize potential mental cases must become universal and simple, for we cannot ask teachers, with their already full schedules, to take on the activities of doctors.

There are almost as many ways of classifying people as doctors to classify them, but only a very simple classification will be useful in the teacher-pupil set-up. Personality types that may develop into adult mental cases must be the most obvious ones and the most easily classified and recognized, and should not be cloaked in any of the new, high-sounding names, as compulsive anxiety states, obsessions, recessions, etc. These names are fit only for psychiatrists and will emerge in a clinic, not in a home or a schoolroom.

It is necessary to realize that unstable personalities are not new creations of the machine age. They have always been present. In the school room they are the "difficult" children and it is as the difficult children that the teacher should recognize them and then see that the modern form of treatment is given to them.

A very workable classification, used by

the Riggs School of Psychiatry in Stockbridge, Massachusetts, divides people into three broad classes:

1. The adequate, those bound to succeed be fortune ever so fickle.
2. Those adequate in a good environment but inadequate in a hostile environment.
3. The inadequate, those always needing a conditioned environment.

Class two is the one in which most of the borderline cases are found, and for this group much can be done in the school. Class one and class three are usually identified easily. Class three needs a doctor at once.

The causes of inadequacy are: first, inheritance, and, second, a hostile environment—poor nutrition, a hostile home set-up, including the attitudes of both parents and siblings, and misfortune, as in so many war cases. These cases of borderline inadequacy could be studied exhaustively. The taking of a very careful family history, including the life history of the grandparents as well as of the immediate family, could throw great light on the possibilities of a young child. However, this is distinctly a medical problem and can only be carried out in properly staffed schools. But at present the diagnosis of inadequacy can be begun in a lay fashion by parents and school teachers through observation in the classroom and selection of pupils for further observation and care. The school teacher can do the first screening.

A full personality assay of traits can be made by a school nurse for each child, if the nurse uses some definite textbook (as *Personality and Mental Illness*, by John Bowlby, Emerson Book Co., New York, 1942, pp. 35-42), for the classification. The busy teacher, however, if there is no school nurse or social worker or psychologist available, must follow a much more simplified plan.

I would suggest that ten traits of deviation

from the norm be arbitrarily selected and each child marked on his card with yes or no after that trait. Here is a suggested list:

1. The noisy child, over-excitabile, pugnacious.
2. The angel child, always quiet, good, and docile; never makes any trouble.
3. The sleepy child, puts head down on desk and falls asleep.
4. The liar.
5. The thief.
6. The sullen.
7. The child with obvious neurotic traits, as,
 - biting fingernails
 - grimacing
 - eye twitching
 - mouth activity
 - excretory activity
 - crying
 - giggling
 - sniffing
 - throat clearing
 - figdgeting
 - making contortions.
8. Moody, variable, now gay, now depressed.
9. Cruel and malicious.
10. Cowardly.

People possessing one of these traits will often be found to possess several of them. No person exists as a clear-cut type, but represents a mixed-personality assembly of traits.

Some school technique for the use of this classification or of whatever one is selected must then be established. For example, at a teachers' meeting the pupils could be checked "yes" or "no" for each of the selected traits. If three teachers check as positive the same trait for a given pupil (i.e., lying) this trait should be listed on the pupil's personality card. If this trait appears on the same card for a given length of time, say three months, then the pupil concerned should be reported to the principal, or to whoever takes charge of personality affairs.

No pupil should be definitely labelled with a deviation from normal on the evidence of one person, without a period of time for observation, as many pupils ex-

hibit nervousness or deviation under the stress of newness and settle down fairly well as school gets going.

The principal or other responsible person should then consult some one trained to treat these deviations, preferably the school doctor; if no doctor is available, then the school nurse, the psychologist, the social worker, and the parents.

The treatment advised will be a combination of medical, psychological, and social treatment. In the case of the sleepy child, of the angel child, of the moody, of the sullen, and of the child with obvious neurotic traits, medical care is needed, and no amount of changed environment and social or psychological understanding will return that child to normal. Therefore it is almost imperative that the child have access either to a doctor or to a medical clinic.

The other marked deviations are harder to handle, as they are often inherited and deep personality difficulties, and often all the resources possessed by a school or a family and a community must be brought into play to prevent overt mental disease from setting in.

And, not with the earliest of diagnosis and the best of social adjustment and the most skilled psychological training, can everyone be made normal. That great question of the future, the begetting and rearing of a normal race, the question of eugenics, still lies before us as uncharted land. But not in any other way can a complete adequacy be obtained.

However, in the treatment of each case, several agencies will come into play.

Dick was reported as never coming back to school after the lunch hour, complaining of indigestion. Dick was a thin, rather quiet boy of nine, in a class of more vigorous boys. It was found that the other boys teased Dick during the lunch recess, and Dick went home and refused to come back.

Old Method of Treatment: Punish the other boys

for teasing Dick, and Dick for running away from school, thus intensifying the situation and making Dick an acknowledged butt of the other boys.

New Method of Treatment: Dick was examined by the doctor and found to have large, obstructing adenoids. The adenoids were removed. No issue was made of his indigestion. He was allowed to stay at home until the next term. After the removal of his adenoids, his nutrition improved greatly; he became sturdy and self-reliant. The next semester he was quite able to hold his own with the older boys.

Advantage of New Method: No issue was made. Dick was never stigmatized as timid or cowardly or neurotic, nor did the other boys band together into a gang to fight him.

A totally different type is the "angel" child, sometimes also classified as the saint or teacher's pet or goody-goody. She is generally well liked, cheerful, bright, never complains. Her grandmother says, "Jane is too good to be true", or "She'll die early. You'll never raise her."

And those remarks are often accurate, for this child is a special glandular type often possessing a persistent thymus gland. The child is peculiarly delicate physically and needs protection as well as glandular treatment. This protection will constitute her conditioned environment and the child will have an opportunity to outgrow the peculiar glandular combination which has made her so good.

The opposite extreme is the over-active, very excitable child, boy or girl; if a boy, the child is apt to be pugnacious, constantly fighting. Alfred Jones was of that type. Each day represented a field day in the school room where Alfred lived, for it cannot be said that he studied.

The basic thing about over excitable children is that they have too much energy that they do not know what to do with. Unguided, their energy often finds anti-social outlets. They only become a problem because of social difficulties, rather than inherent personality difficulties. If Alfred lived on a farm and had to help his father milk ten cows and sweep out the barn

and feed the chickens and stoke the furnace before coming to school, he would not be quite so pugnacious, though, even so, milking cows has never yet been a psychological cure-all.

Alfred was made the captain of the baseball team, was put in charge of schoolroom sanitation, was made the leader in a class project, and slowly, as the year went by, his excessive energy was turned into socially acceptable channels. He was not told to "pipe down" all the time, but was made to realize that his energy was an enormous asset that should be used like a tractor for the day's work, and not like an explosive bomb. He should also see that the satisfaction of the prominence which he gained by his bad behavior could be more permanently gained by leadership and the taking of responsibility.

The old treatment often stigmatized Alfred as the Bad Boy, the Problem Child, thus increasing his tendency to become the stage character.

Alfred's cure was social and psychological. Such a type should always be given opportunities for a large amount of muscular activity.

The child with neurotic traits needs careful guidance and a combination of methods of help. Margaret Jennings was a small, slight, timid wiggler who bit her fingernails and washed her hands constantly. She would stand in a corner of the room, looking around timidly and blinking her eyes.

She had no friends and took part in none of the class projects. She did her homework regularly and well.

Say hand washing is a subconscious substitution for the washing away of some guilty feeling and in Margaret's case became a tear compulsion. If she was not allowed to wash her hands she developed anxiety states and began to cry wildly with the tears running down her face. According to the Freudian school, Margaret should have been a case for a deep and

complete Freudian analysis, but no such treatment was either available or desired in her case.

A far more simple method of procedure was followed, planned according to another efficacious means of treatment, namely, that of leading the child into normal activity. This method of cure is called functionalism, and can be applied to most of the deviations, the normal life being retroactive and creating a normal person.

First, Margaret's parents were seen by the social worker and hours of sleep and daytime rest were prescribed; her diet was supplemented with more milk and eggs and fresh vegetables, and whole wheat bread was substituted for white breads. Her mother bought her two new dresses and a little chain with a heart that she could hold in her fingers and play with.

An older girl in the class was initiated into the secret of helping Margaret and took Margaret under her wing, sitting beside her in class and keeping her diverted. When the Christmas productions came around, Margaret was one of the Christmas angels, with golden wings and a golden halo. Everyone admired her. She was very pretty.

And by springtime the problems had vanished, although no one tried to learn or understand their subconscious cause, which, without doubt, was some inadequacy, some guilt feeling. Finding herself so socially acceptable to her classmates, so liked, Margaret subconsciously decided her guilt could not be very well deserved and dropped her ritualistic compulsive hand washing and her neurotic fingernail biting upon finding more congenial forms of activity. She was never told, "Don't bite your fingernails. Stop washing your hands so often." Nor was she asked, "What is the matter with you? What are you afraid of?" Her faults and her deficiencies were in no way fastened to her but allowed to drop off like withered leaves.

Not only in childhood or in adolescence

or in young maturity, but constantly, in everyday life, the problem of making the right adjustment to a new environment appears, and the helping hand often determines the issue.

I heard a doctor say once, and he was a psychiatrist himself, "I can heal everyone but the congenital liar." That was a most unfair statement, for the congenital liar is absolutely necessary in civilizations. To the liar, the world of the unseen, of the imagination, those things that never did happen, are as real as the world of things that have happened. These imaginative people use their imaginations in two different ways, one, to produce pure fabrications, for the delight of fabrication, and second, to get out of trouble. The cowardly child tries to lie out of a difficulty, and his treatment should be training in manhood and bravery.

But the imaginative liar is the one who tells the impossible stories that children like to listen to but soon learn to disbelieve. Harry, whose father was a street cleaner, came to school one morning and spread a tale that his father had a new Packard car. After the stir of that passed he said his mother had a diamond ring. The other children listened but jeered more or less openly. His tales grew more and more fantastic.

Harry was handled by a most imaginative teacher, who told him he possessed a quality the other children did not possess, that he could think of things that had not happened, that this quality would make him a writer. She set him tasks of writing what would happen to so and so if this and that happened. She read his stories to the class. She lifted his story-telling power out of the realm of falsehood into the realm of authorship.

Harry gained more importance, more prominence, more attention by using his imagination as it should be used, for en-

tertainment and diversion, then he had by the substitution of imagination for reality. When the right time came the teacher explained to him these two realms of existence, imagination and reality, and told him one was for everyday social living and the other for entertainment. Harry was saved from the stigma of liar.

These children, unless shown how to use their talents, become ostracized and very lonely and sometimes anti-social. They seldom have friends. And, as they learn what a power their imagination is they use it as a sword to stab their associates and often become malicious and gloating and cruel through the trouble they make by their lying. They turn this weapon against their own lives. Every liar should see that this power can be used in another way and that without those who imagine things, life would be too drab.

Some of the most difficult cases are left, the thief and the coward. They belong usually to the class of the have-nots. A girl who steals other girls' hair ribbons would have new hair ribbons of her own. The cowardly boy or girl would have fear acknowledged as a natural element in the human make-up. It should not be felt as a disgrace, but the emphasis should be put on the power of attainment in spite of fear.

In all these new approaches to the ancient, ever-present problem of human inadequacy, the new emphasis is upon providing a normal form of activity in which the child will attain the normal goals of attention, admiration, friends, and the avoidance of adding to the child's sense of frustration and anxiety and defection by labelling and branding him with deficiencies.

Not all children can be cured or saved, but many can be given a good steer in the direction of a more socially acceptable existence.

ONE WAY TRAFFIC:

Principal talks back on transcripts

By JOHN P. LOZO

TRANSSCRIPTS, transcripts, transcripts ..
.....
And most of them at the busiest times of
the year
Seldom are two of them alike
And the things the colleges want
In what quintile, quarter, half of the class
did he stand?
What was his exact standing...Among
the whole group...Among his own
sex?
If you do not use a percentage marking
system, give the numerical equivalent of
your system...But we do not have a
numerical equivalent because we know
we cannot mark that finely...Send us
your numerical equivalent or we cannot
consider your pupil for admission.
If he has taken College Board examina-
tions, send his record



EDITOR'S NOTE: Dr. Lozo writes, "For many years I have been filling out college transcripts. They have varied from single-page, simple affairs to small pamphlets that took hours to fill in. I used to wonder what was done with all the information. Apparently many colleges do a good job with the records, while the majority make little or no use of the material after the pupil has been admitted. High-school principals usually are left in the dark about the matter." Dr. Lozo hopes that his piece will stimulate some college registrar or dean to submit a reply to THE CLEARING HOUSE, or at any rate that someone will offer further light on the mystery. As principal of Woodbridge, N.J., High School, Dr. Lozo would like to know.

And then any one of fifty different systems
of reporting scholastic achievement
His standard tests records...His mental
age....I.Q.
Submit a composite personality rating
made from individual ratings compiled
by five teachers who have known him
well
What kind of record is he likely to make
in college?
Do you recommend him for admission to
college?
Will he need financial help?...How
much?
What is the economic status of his family?
.....
Has he had any serious disciplinary diffi-
culties?
Submit his attendance record
Extracurricular activities
Athletically inclined?
Liked by associates?
Cite instances to show superior character
traits
In what subjects did he do his best work?
....Poorest?... (Wonder what the scho-
lastic record is for?)
What career does he intend to follow?
Occupation of father...Of mother.....
Did any of his relatives ever go to this
college?
With what church is he affiliated?
And so on interminably

So we dig out the records
Consult with the teachers
Marshal the guidance staff
Talk with the pupils
Interview the home
Arrange individual and group meetings

with college representatives
 Abstract hundreds of college catalogs
 Interpret same to pupils
 Pile up the correspondence
 Send follow-up letters
 Send completed letters after graduation ..
 Arrange pupil visits to colleges
 Carry on long-distance telephone conversations
 Fill up the files with records to be completed after graduation
 Check and re-check all data
 Get all required signatures
 Attach the school seal
 And still try to keep all other school activities going!

But we are glad to do all these things
 It is part of our job
 And these boys and girls are ours
 We want them to get into the colleges best suited to them
 We don't want the colleges to get misfits, either
 We spend thousands doing this every year
 If necessary, we let our work pile up so that the colleges will not have to let theirs pile up
 We are not complaining
 We just wonder, sometimes
 For we get around, too

The records have gone
 The graduates have gone, too
 Unless we ask and go seeking, we know not what has become of them
 This irks us, for in these days we are supposed to know what happens to our product
 Many pupils, however, do come back to us during the first year and let us know that they have been accepted
 But few colleges ever tell us
 Brothers or sisters or neighbors may tell us
 Local papers may tell something sometimes

A semester's record may come back to us from some colleges
 But most colleges seem to forget we exist after they have corralled our graduates
 It would be fun to know

We high school people would like to know:

Why did the college want all of the data?

What use is made of the materials we supply?

What happens to a college student as a result of all the data we submit on personality, character, emotions, etc.?

Does the use the college makes of it justify the time and expense to the sending school?

What studies have the colleges made of the data?

Who uses the data, and for what purposes?

On the basis of college achievement, what recommendations do the colleges have for the high schools?

And a lot of other things

For often when we ask returning college students pointed questions that have to do with the data we supplied, we still wonder

If the secondary schools can find time and money to furnish all the data the colleges request, why cannot the colleges tell us:

We accepted or rejected your pupil because

He has adjusted very well to college life, as shown by

He did not adjust very well because

He might have been better prepared for life outside the classroom if you had

He might have been a better scholar if you had

He has participated in these activities

He is developing into a well-rounded individual

He is developing into a lopsided person because

OR, tell us, High School,

How do you account for the fact that he is developing certain eccentricities?

What would you recommend we do to help him adjust to campus life?

And so on, far, far, into the night

Gets to be rather monotonous, furnishing

data all these years and then getting so few reactions to our efforts, unless we go after them ourselves

Be mighty fine to have a reciprocity agreement between schools and colleges for the interchange of data and experiences

Be wonderful to have two-way traffic established between colleges and high schools



Recently They Said:

Make It Exciting!

We must have teachers in our public schools who can make the story of democracy, from King John's unpleasant experience at Runnymede down to the present day, more fascinating than the radio adventures of the Lone Ranger; we must have teachers to whom democracy is a living daily experience, not something found in textbooks; we must have teachers who are fully aware that government is the implement of democracy and that government touches our lives every hour of every day; we must have teachers who get excited about public elections and can import that excitement to their pupils, who follow developments in local governments with a critical, consuming interest; we must have teachers, most of all, who live democratically and maintain democratic classrooms.—*Your School and Its Government* (pp. 6-7), by EARL C. KELLEY and ROLAND C. FAUNCE (National Self Government Committee, N. Y. 5).

Positive Help for Pupils

Youth today is essentially honest. They speak out! Youth speaks quite frankly about sex. They openly give their views on government. Boldness for boldness sake is not their object. It is that they are so genuine. Older people could well learn a lesson from youth in this respect.

However, when a youth brings a serious problem (to the youth) to a teacher the teacher is apt to reach for the Bible or to start moralizing. He raises his hand and points out the "folly of sin". The student withdraws into his shell and waits for the lecture to end. He eyes the door and rises slowly—"Thanks, I appreciate your help," he echoes while leaving. Yet, he has had no *positive*, practical help in solving his problem. A youth in trouble need

not have the commandments recited to him at that time—he *remembers* them only too well. Later, when the problem has been solved, is the time to remind him of the Mosaic law. Teachers must offer positive solutions.—ELLIS L. KEONE in *Delaware School Journal*.

Seven Fallacies

1. The goal of school work is a diploma.
2. The student must fit into the school system.
3. Grades are a measure of school success.
4. Too much emphasis on the testing program.
5. Factual knowledge is a sign of education.
6. Overinfluence of colleges on secondary education.
7. A teaching certificate fits one to teach.—ELLIS L. KEONE in *Delaware School Journal*.

Intercultural Points

The Chicago teachers should all plan to:

1. Explain to pupils that people must be judged by ability and character, not by race.
2. Show that racial discrimination not only is illegal, but is opposed to democracy, Americanism, and morality.
3. Demonstrate to the pupils that racial discrimination is against their best interests, because everyone falls into a minority classification in some respect.
4. Point out that promoters of racial discrimination are taking the doctrine of the Nazis, whether they know it or not, and are thereby acting disloyally toward the former students of Chicago schools who fell in battle, so that Nazi doctrines might be destroyed.—*News Bulletin* of Chicago Teachers Union.

STORY TELLING:

A resultful course at Pontiac High

By W. N. VIOLA

SELDOM DOES ONE FIND a story-telling course in a high-school curriculum, although the subject matter may be touched upon in some other class. As a unit in itself story-telling has been offered in Pontiac, Mich., Senior High School for the past twenty years.

In content the course consists of the history of oral narration, choice of stories, the purpose and aim, the function in education, preparation for telling, method of delivery, and dramatization.

Story-telling is divided into four phases: rhythmic, imaginative, heroic, and romantic.

The first division deals with stories suitable for children of pre-school age (3 to 6). This type uses one-syllable words, has no plot, contains repetition, and deals with objects familiar to small listeners.

The next stage, for boys and girls six to nine, develops the imagination; for fairy stories, *Just So*, *Rootabaga*, and any make-believe are included.

The heroic, as the title implies, exalts the physical prowess of the characters. This type of story is of special interest to boys

between nine and twelve years of age, and girls are secretly fond of them.

The adult, or romantic, period deals with various kinds of narration: mystery, detective, ghost, travel, biography, adventure, and romance. These are the types which interest junior- and senior-high-school pupils.

The course is so divided that each section has a proper amount of time for study and demonstration.

General explanations and discussions start the course. The purpose of story-telling is entertainment and the aim is education. The two functions of story-telling in education are to mold ideals and illuminate facts. All narratives are written for the enjoyment of the reader, yet many give interesting and valuable information.

In choosing a story to tell, the kind, the type of audience, and the age limit must be considered. This requires a certain amount of knowledge of the field of literature, thereby increasing acquaintance with authors and their writings. Since reactions to stories vary according to listeners' ages, some training in psychology is needed. Besides the age limit, the background of the audience must be known for better results in the choice and telling of a story. Thus the preparation of the story-teller leads to a greater appreciation of literature, a boon to any English course.

Since narratives are told in the speaker's own words, the pupil is compelled to increase his vocabulary, which is an improvement most individuals need but rarely admit needing. In a story-telling class such instruction is accepted as a part of the regular routine.

EDITOR'S NOTE: *After a first glance at the above headline, some readers may decide hastily that a high-school course in story-telling belongs in the fad and frill bracket. But in writing about the course that has been given at Pontiac, Mich., Senior High School for the past twenty years, Mr. Viola offers a persuasive number of facts on its effectiveness. The author is chairman of the speech department of the school.*

Young people, who generally need more confidence in themselves, find that their ability to "take it easy" before an audience improves with each story told. Such practice also develops better speech delivery, a definite asset in any walk of life.

How often an adult has wished he could organize his thoughts quickly when suddenly called upon to express himself orally before a group. No phase of speech training is better preparation for such a situation than story-telling. The thoughts are supplied by the story's author, but the narrator must put them into his own language. This involves quick thinking and an understanding of words.

What better method than story-telling is there to hold attention? It is a medium which has been used as far back as history is recorded. There may be a great diversity of opinions regarding many subjects, but everyone likes to hear a good story well told. Teachers who want to impress their pupils may do so by explaining history, geography, art, music—by and large, any subject—through story-telling. A fact presented in a story is remembered longer than when it is given alone.

Children like to dramatize stories they hear. Surprisingly, the technique also works with high-school pupils. A football player thinks nothing of tackling his opponent,

but ask him to talk, however little, before a group and he becomes noticeably embarrassed. Let this same boy pretend to be a character from a story and he soon loses himself in his actions. He forgets about the audience, and acquires self assurance.

Members of the story-telling class have told stories in church schools, at camp programs, at library story hours, and to children cared for during an evening while the parents were otherwise engaged.

Story-telling pupils may receive a number of direct benefits: a greater enthusiasm for literature, an increase in vocabulary, improvement in speech delivery, better response in other classes, greater self-confidence, more willingness to accept criticism, and increased mental alertness.

After leaving school many former members of story-telling groups have used their ability in both vocations and avocations. Law, acting, radio broadcasting, medicine, teaching, ministry, clerking, and Special Service are a few of the professions which can make use of the story-telling technique.

We must not forget the parents who availed themselves of the story-telling course during their high-school careers. Many of them have been using this training successfully upon their own offspring. And there are a surprising number of these individuals after twenty years.



Question of Art

One art teacher was at luncheon with several teachers. The "math" teacher began to relate what wonderful exhibits she had viewed in the agricultural building at the State Fair the previous day. The art teacher interrupted her, thus: "Well, grains and poultry and horses don't interest me in the least!" and she went on to expostulate on the merits and demerits of the paintings in the art building. Are we to conclude that a mere human who has tried to make a copy on canvas is more artistic than the master artist who created the living models?—JULIA S. LARSON in *Washington Education Journal*.

According to Ability

The child who is capable of doing exceptional work should be held to exceptional performance. To allow him to feel satisfied because he could do the work if he wished is doing him as great an injustice as to hold him responsible for doing work for which he is totally unprepared. This child should be required to use his ability fully, he should be expected to do extra reading and reference work. He should prepare reports for the class and be expected to contribute to the interest of the class. Never should he be allowed to give less than the children who are less gifted.—MARY DOWNER GOFF in *Washington Education Journal*.

SCIENCE

*Measurement men rush in
where angels fear to tread*

at work in the Schoolhouse

By
ARTHUR MINTON

TEACHERS in America are said to exist in a kind of social limbo, not easily merging with other segments of the population. A dip into educational literature will show why the pedagogical mind works in ways that are dark to ordinary citizens.

When a businessman has to furnish an office, he buys whatever things may be necessary for the jobs to be done. Apparently the educator does not follow any such hit-or-miss method. In an abstract of one Ph.D.'s work the schoolman is pictured as staring blankly at the very words *equipment* and *supply*; he needs a "scientific study" to tell him what they mean:

The words "equipment" and "supply" seem to be meaningless to the educational research worker when an examination is made of the published contributions relating to school equipment and supplies.

Since the educator does not know what *equipment* and *supply* are, he seems, naturally, to doubt that they are necessary. This



EDITOR'S NOTE: *It used to be that a school system relied largely on a teacher's judgment of the pupil's personality, conduct, and scholastic achievement. But the scientists have been producing such a luxuriant growth of objective tests to measure every little nook and cranny of the pupil's mind that the teacher's judgment is being crowded out of the schoolroom, says Mr. Minton. One of these days teachers can go happily to school leaving their minds at home to rest. Mr. Minton teaches English in Brooklyn, N.Y., Technical High School.*

same Dr. X brings airtight logic to the task of persuasion:

The fact that school equipment and supplies are so widely used in the school of today is evidence that they are necessary in carrying forward desirable educational activities.

We may be sure that since this study was made the words *equipment* and *supply* are no longer meaningless—not even to "the educational research worker". And put in his place is the fuddyyduddy who said that education is a boy on one end of a log and a teacher on the other. Mighty little equipment and supply there for "carrying forward desirable educational activities".

A similar blank-mindedness is reflected in a thesis on "The Office Practices of High-School Principals":

The office equipment of high-school principals usually includes a typewriter, adding machine, and a duplicator of some kind. Paper cutters, numbering machines, stamping machines, punching and riveting machines, and lettering sets are also found. There is an average of three desks to the office. Some offices have considerable filing space, but in general such space is limited. Chairs, wastebaskets, mail boxes, desk calendars, basket files, book cases and key racks are found in such quantities as to indicate that they are regarded by principals as essential equipment.

Again the rigid logic that distinguishes educational literature! How are we to know that chairs, wastebaskets, mail boxes, desk calendars, etc., are needed in an office? Like a shot comes the answer. They "are found in such quantities as to indicate" that they are considered necessary. We can almost feel the puzzled principal's head begin to

clear; freed of doubt, he goes out and buys a chair.

But this straight-faced "evaluation" of material impedimenta is not the only "scientific" activity that may dazzle the layman. He will also wonder at the tests and scales to measure such intangibles as the traits of teachers and pupils. Mention of a few of the myriad creations in this field will show how far education has advanced since poor old Abelard and Erasmus and Froebel floundered around in their attempts at teaching.

The scientific-minded teacher may begin the year's work by using the Sims Score Card for Socio-Economic Status, of which the purpose is "to measure the cultural, social, and economic conditions of pupil's home". This may be followed by the Humm-Wadsworth Temperament Scale, the Cady Tests of Incurability, the Emotional Maturity Test (O. K. Chambers), and the Test of Erotic Inclination (F. W. O. Giese). A number of tests purport to measure simply "character" or "personality."

For more detailed knowledge of the pupils the teacher may apply the revision of the Moore-Gilliland Aggressiveness Test, the Tests for Originality (L. M. Chassell), the Measure of Sociability (A. R. Gilliland and R. S. Burke), the Tests of Unselfishness (W. H. Miles), and the Test of Liking for Balance (M. E. W. Smith).

The admiring citizen now begins to see that literary artists no longer have a monopoly on the secrets of the human heart. For Science has provided the Honesty Test (H. S. Tuttle), the Overstatement Test (H. Woodrow and V. Bemmels), and the Measurement of Social Distance (E. S. Bogardus). To say nothing of Lehman's Play Quiz (range, eight through twenty-two years), the Happiness Report (G. B. Watson and R. C. Sailer), and the Happiness Scale (W. A. McCall). Truly, that Science should be revered which even disposes of the stu-

dent's future problems—as by F. K. Davis's Personality Index and Success Guide.

Of course the layman (and many teachers) may ask why one can't find out about children simply by being with them. The question reveals only a hopelessly unscientific attitude. Your thoroughgoing scientific educator need not rely on subjective measurements any more than on subjective decisions about furnishing an office.

Coming to school work, we find a variety of tests that make it unnecessary for the teacher to possess any critical power in his own field. Florence Williams has created a Scale for Judging Kindergarten Drawing (purpose: "to measure ability to draw"). For the higher grades such helps are available as the Abbott-Trabue Scales for Judging Poetry, the Tests of Poetic Talent (D. Sturnberg), and the Tentative Scale for Rating Literary Juvenilia (D. W. Jensen). If the teacher can't tell the difference between Robert Browning and Robert W. Service, he simply resorts to A. F. Agard's Objective Test on the Qualities of a Passage in Literature.

The random factor may be eliminated from the selection of teachers, too; no longer is it necessary for the head of the school to depend on the uncertainties of personal judgment. Is a teacher-candidate cultured? Has he a sense of humor? The old crude way of judging from conversation is needlessly risky when T. Simon's Tests of Culture and Landis's Sense of Humor Test are at hand. Then the prospective teacher may be clanked through such ingenuities as the Teachers' Interest Test (W. W. Cox), the Karwoski-Christensen Test for Art Appreciation, the Test for Emotional Insight (A. D. Tendler), and Watson's Test for Fairmindedness.

How valuable are the results of applying scientific study to a problem of personnel may be seen in a thesis called "A Study of the Personal and Professional Qualifications of School Trustees in Indiana". Some

of the author's conclusions are:

High school is the minimum level of education for the most desirable school trustees.

Agricultural, business, and professional occupations are the main source of school trustees considered in this study.

The most desirable school trustees are honest, cooperative, progressive, and intelligent.

The most desirable school trustees do not practice nepotism and are free from political influences.

The most desirable school trustees are public-minded.

This is all very well as far as it goes, but

many questions remain unanswered. Do "the most desirable school trustees" practice usury? Do they know shorthand? Are they cannibals? Do they beat their wives? We await a sternly objective inquiry into these questions too. And we may be sure that in time they will be answered in some of the studies over which thousands of students of education yearly knit their brows. Meanwhile the citizen who thinks educators are "peculiar" will continue to wonder.

FINDINGS

LIBRARY BUDGET: An annual high-school library expenditure of \$1.50 per pupil is necessary to provide adequate, but not superior, printed materials, according to the American Library Association. But the average annual expenditure of New York City high schools for the past four years, says Sidney Mattis in *High Points*, is only 14 cents per pupil—"far, far too little". (A. L. A. minimum standards for libraries of high schools with 200 to 1,000 pupils call for an annual expenditure of \$1.50 per pupil; for high schools of fewer than 200 pupils, not less than \$300 a year; and for high schools with more than 1,000 pupils, somewhat less than \$1.50 per pupil annually.)

TRANSPORTATION: Transportation costs are a big factor in the educational inequality between rural and urban communities of the same state, according to a survey of the situation in Indiana, reported by Burley V. Bechdolt in *Indiana Teacher*. In 1943-44, average operating expenditures per pupil in urban schools was \$97.49, and in rural schools was \$97.06. But transportation costs per pupil for urban schools was 69 cents, and for rural

schools was \$23.03. So while expenditures per pupil were about the same in the two types of school, urban schools had \$96.80 per pupil for operating expenditures other than transportation, while the rural schools had only \$74.03, or about 23% less.

RADIO: News programs are the most popular radio feature among 410 teachers in Zanesville, Ohio, and Muskingum County, states Irving Robbins in *Educational Research Bulletin*. Some 81% of the city and county teachers reported that they enjoyed radio news programs. While 66% of the teachers said they enjoyed classical music, only 18% indicated that they liked jazz programs. Radio variety and comedy programs appeal to a mere one-third of the teachers. Some 10% confessed a liking for soap operas (listed as "family and love serials" in this study) but 45% said that they enjoyed radio drama programs.

TRUSTEES: Lawyers and businessmen comprise 47% of the membership on the boards of trustees for 62 leading universities. So report Jesse E. Adams and H. L. Donovan in *Peabody Journal of Education*. The boards of the 62 universities have 565 members. Some of the interesting occupational groups in this total are: lawyers, 140; businessmen, 125; bankers, 35; publishers and newspaper editors, 31; physicians and dentists, 31; and insurance executives, 18. These six groups make up 67% of the board memberships, not to mention the smaller numbers of retired executives, engineers, businesswomen, and utilities officials. There were also 21 teachers and public-school administrators on these boards, or one-third of an educator per board.

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

The Teacher in RURAL Community Life

*There are advantages
you can't find in cities*

By
CARLOS DE ZAFRA, JR.

EVERY FALL finds a new crop of city young people starting their teaching careers in rural and small-town schools. It also finds many city-bred and city-trained teachers continuing to teach in these schools without yet having come to understand the rural community life from which many of their pupils come, in which they should themselves take part, and from which they could derive much of the satisfaction that comes from full and successful living.

Because my own experience has led me to see that however demanding a teacher's schoolwork may be, and however impelling his urban contacts may seem, he still cannot live aloof from his immediate community and prosper—because of this my plea is that city-bred teachers of rural and small-town schools get into the adult life of their communities, both as a continuation of their own education and as a source of development of their own personalities, to say nothing of the improvements to the

community that may result from sincere approaches to its social workings.

I know from experience that singing in or conducting a church choir gets one into the midst of many interesting personal contacts. Organizing a Public Forum, a Rod and Gun Club, or a local Red Cross chapter puts one among the leaders of community life. Or if that is too ambitious, show a farmer that you can milk a cow, or want to learn how to milk a cow, and that farmer will be favorably impressed even by a city slicker.

The main thing for the city-bred teacher in the rural community is not to look down upon the life of that community as being inferior to the more familiar metropolitan ways, but to be willing to admit that there may possibly exist in rural life a few values of which he is not yet personally aware.

By way of approach to rural life, it is well to remember that in the past, farm life in America has always had cooperation-with-one's-neighbor as a basic and fundamental thread of its fabric. Barn-raisings, corn-huskings, quilting bees, etc., were all get-togethers for practical purposes; but in addition, they have always been highly flavored with the amenities of sociability. Farm organizations such as the Patrons of Husbandry, more commonly called the Grange, were organized and supported every bit as much for their social aspects as for their occupational objectives. With this in mind, it is easier to understand how the schedules of chicken dinners, bean suppers, and fun nights sponsored by today's rural churches are as important in the lives of their communities as are their Sunday

EDITOR'S NOTE: Mr. de Zafra adds up the advantages of teaching in a rural community or a small town, and gets quite a large total. The author has taught in rural and city high schools. He spent the latter part of the war running a farm. He has just returned to teaching at Marshall High School, Rochester, N.Y., but he prefers to live in the country. In "The Teacher and the Small-Farm Home", in the February 1944 issue of THE CLEARING HOUSE, he advised even city teachers to have a small-farm home.

School classes and their Sunday sermons.

The citified teacher should recognize and adapt himself to the fact that by the very nature of the rural life, a farmer and his family are both his neighbor's helper and his social companion. The personal, human warmth of friends who are also one's working colleagues and social associates can be, and often is, entirely lacking for the urbanite; but today's farmers—who need one another for threshing of grain and beans, for the exchange of farm equipment, for the husking of corn, for butchering, and for emergencies—eat at one another's tables, exchange garden specialties, entertain one another's children, and really cooperate in the support of their neighborhood institutions. Relationships are friendly and genuine, not routinized and impersonal.

The farmers within any neighborhood are cooperative and helpful for their mutual prosperity, rather than selfish and competitive for their individual advancement. A farmer finds it difficult to maintain a "mad-on" against his neighbor for any length of time because of his inevitable reliance upon that neighbor. In short, the American farmer has the security of knowing that he is personally important in his own community, and it is into that community that the city-bred teacher wants to win full and equal acceptance by his own work and also by his own social participation.

It is not all one-way traffic; today's country folk come half way to meet the urbanite. Not only is there common ground because you are teaching their children—this radio and automobile era has further unified town and country. Not only are the finest musical, educational, and theatrical programs in the radio world heard in proportionately as many radio-equipped farm homes as radio-equipped city residences. The country cousin also sits in person beside our city sophisticate in the theatre, in the museum lecture room, and at the basketball game far more often than the

city cousin realizes. That tanned fellow who is wearing clothes identical with his, and who looks as though he might have just returned from a vacation in the Southland, is the modern country cousin once his corn is husked and his field work for the year is done.

During the winter months, today's farmer may well patronize the library or catch up on his Book-of-the-Month Club selections, to digest in one season more books and ideas than many a callow urbanite handles in several years. Today it is but a matter of minutes for the farmer and his family to drive to Main Street. He shops in the same stores, eats in the same restaurants, sees the same movies as any other average American. No longer is the farmer limited to his own acres; he takes advantage of today's accessible towns and cities without becoming encumbered with their disadvantages. The farmer has learned the urbanite's language far better than the urbanite has learned the farmer's.

Once accepted by rural folks, there is a whole new world of human friendships that is opened up to the rural teacher. Country people still drop in on each other to have "a real family visit" now and then, where they make their own music, pull their own candy, and spin their own folklore. Instead of two or four guests, as among city folks, eight, twelve, or sixteen are a more usual number.

Several families may visit *en masse*; but it is all so informal and considerate that it is far less of an ordeal than the urbanite imagines. The hostess provides coffee and home made ice-cream. But, as at a tureen supper, the guests bring various hot dishes, sandwiches, salads, and cakes. With acres of yard and large roomy houses, with children providing talents and service, with games and talk and projects in common, the entertainment problem takes care of itself.

The teacher should no more hesitate to talk with farmers and their women folk

than he would to attend or to help put on a real church supper. It is a memorable experience to take part in a rural Home Bureau meeting, or a Grange session, or to go on a horning. Only with such experiences and personal contacts does the teacher begin really to understand and to appreciate the community in which he works and lives.

It is my thorough conviction that there are more of the real values of life to be found by the teacher in America's rural communities than in our city areas. Not only does a salary of \$1800 go further in the country than does \$2500 in the city,

but because of the comparative democracy of life in the farm community social life is not a tensioned, ulterior, I-must-please-the-boss or keep-up-with-the-Joneses treadmill. It is, rather, a warm-hearted, genial, relaxed delight, enjoyable for its own sake, that adds to the high and homely art of natural, satisfying living.

Although the beginning teacher may be ambitious for a classroom in the city, he would do well to investigate fairly and to appraise comparatively the merits of rural and small-town living as contrasted with the disadvantages of urban existence. He may not want that city job after all.



What Teachers Must Know About World Affairs and People of Other Nations

Teachers of today for tomorrow must be well informed about other nations. They should know much more about Russia, her people, her ambitions, her suspicions of Great Britain, Germany, Japan and the United States, her great technological advance, her plans for improving the welfare of the common people, her desire for peace, her trend toward democracy and why in Russia democracy is not more quickly adopted. We must know how Russia has been treated by other nations in the last quarter century, how much of present Poland was taken away from Russia by force, and about her interest in Finland, Lithuania, Estonia, and Latvia, all once parts of Russia.

We must know more about China and the Orient, the awakening of the yellow race, the biological and psychological equality of all races and of their equal potentialities for culture and humanity and for war and cruelty. We must know more about how the Chinese and other Asiatic people, the large majority of whom live close to the starvation line, feel about British, French and Dutch imperialism and the policy to keep Asiatic peoples backward. We must know more about China's capacity for technological development, for warfare, and the forces that divide China.

We must know more about the people of Central Europe and the Balkans, their possibilities for

cooperation politically and economically, their attitudes toward kings and aristocratic governments imposed upon them by force and with the aid of powerful nations.

We must understand better Great Britain and the British Empire, her interests and ambitions in colonies and the degree to which they constitute a threat to world peace, her foreign policy of balance of power and its failure, its contribution to two world wars, more about Great Britain's tendency to interfere in the affairs of other nations, more about international cartels of British, German, and American monopolies, the splendid quality of character of the British people, and more about the necessity for assisting Britain to make a safe transition to the new world into which we are entering.

We must understand better our South American neighbors and the Latin American nations of Europe, their need for help, the plight of their poverty-stricken peoples, the degree to which they have been exploited by foreign investors and religious groups. We must understand why they fear and dislike North Americans and why Fascism driven from Germany and Italy seems likely to find a place for continuing its efforts to enslave peace-loving democracies in the Spanish-speaking nations.—*The Texas Outlook*.

I REMEMBER the DAY

The superintendent stayed and stayed in the young teacher's classroom—and said nothing

By HENRY F. WERNER

EVERYONE TOLD ME how fortunate I had been to find myself in such an ideal town my "first year out". During my stay at teachers college I had never dared to dream that I should help guide the destinies of the youth of the thriving and progressive town of —well, we shall call it South Bendham.

I was twenty, healthy, ambitious, enthusiastic, and definitely sincere. To me, teaching meant a great deal more than merely waiting for "something better to turn up". It was to be my work, my love, my life, and such it has been for some twenty years.

Mid-September found me at one of South Bendham's modern junior high schools, housing some six hundred youngsters and an able and experienced faculty. Here I was to meet two personalities who would play major roles in my way of life and the shaping of my future. One was to inspire, direct, counsel, sympathize and occasionally dust off and use that much neglected phrase, "well done". The second was a passive contributor to my education, who was to send me eventually on my way to an independent school career.



EDITOR'S NOTE: *It was the superintendent's first visit to the young teacher's classroom. And he stayed for three periods without opening his mouth. Some kind of climax must be building—and no wonder the author remembers it after all these years. Mr. Werner is headmaster of Summit School for Boys, Cincinnati, Ohio.*

The first was a lady, my principal. In her fifty years of teaching and supervision she had grown with her job. She was mother and teacher to thousands of men and women in every walk of life. Her theory had been gained from experience, but she kept pace with the changing times. In her failing years she still haunted the halls of the best universities in her desire to silence the few critics who sought her retirement. When she visited your classroom her very presence was sufficient to inspire you to great heights.

If you found yourself stymied she would take over with the grace, ease, and understanding of the "next man" on a relay team. With the same finesse she would lead the class back to the teacher, often pretending to have exhausted her own information on the subject, and you were again king in the eyes of your charges. Her conferences were a delight; her praise was rarely rationed and her constructive criticism was welcome.

The other, the second, was my superintendent! He had read all the books. His experience had been gained in isolated country schools and at the throne of every extension professor in the Metropolitan area. I have no doubt that his degrees represented a great deal of hard work in preparation for a job for which he was unfit. He was pompous, frigid, dull, thoughtless, and entirely devoid of personality.

Now my first year at South Bendham was one of pleasant experiences, and I grew in the ways of the pedagogue. Under the protecting wing of that very charming lady,

whom I shall call Katie Connell, I accepted the challenge of the profession, starve or not!

Only once during that year did I see the superintendent in our building, and his single trip to my classroom was merely devoted to greetings. Through the "grape vine" I had learned that my pedantic overseer had camped with great regularity in the several other schools in South Bendham. Upon investigation I uncovered the bitter truth. Katie sort of had an idea she could run her own school—and did. More than ever before every teacher in South Bendham wanted to work for Katie. At the lady's recommendation, I was reappointed for a second year and what I hoped would be only a second of many. I liked South Bendham.

Summer came and went, but not too fast, to take me back to South Bendham, Katie, and work. Our school continued to lead the others in the records of our graduates in the local high schools (although we were not catering to the elite), on the athletic field where we had developed the first mass-athletics program, and in numerous other co-curricular activities.

The rugged New England winter settled upon us later than usual that year, but it brought snow, sub-zero temperatures, ice, only occasional sun, slush, and the superintendent of schools to our peaceful part of town. "Katie must have weakened," thought I. She was beginning to tire, I have always felt, and that big heart of hers just couldn't close the book of such a career without making her superior feel welcome.

He came, he saw, and I don't remember whom else he conquered besides me. During the second or third day of his encampment he appeared as if by magic in the back of my room. I will say this for him—you never knew when he was around.

I looked to Heaven for guidance, discarded what Katie had so generously described as the "naturalness" of my teaching, reviewed in thirty seconds every line of

theory that my befuddled mind could summon, and taught a class in "English 9" strictly from the "old masters". My lesson had been well planned, but forty minutes of adherence to strict theory, because I knew the master of theory was sitting in judgment, left me limp. The class responded in all-American fashion, and I felt the great man had been impressed.

The bell ending that period was like a last-minute reprieve from the governor. I bade my pupils good day and followed them through the door to do my little "policing" stint in the corridor and await the judgment of my visitor.

I steadied myself against the wall and waited with bated breath, but nothing happened, except that another class slid silently past me, and along with the superintendent was safely ensconced in my classroom. Despair turned to resignation by the time I had reached my desk and scanned my lesson plan.

I strove to be cordial, and started pitching for my second inning, with the umpire still calling the strikes and recording the errors. Again I was determined to delve into the "book" for all it was worth. It was a mediocre group, and I brought out the best and the worst. Some I eased over the tough spots and others, who I felt were ill-prepared, I allowed to flounder. Why should I suffer alone? In forty minutes even the least of them had acquired some ideas on "building a paragraph". But the bell ending that period was even more welcome than the first.

Again I followed the class out the door to my post in the hall, muttering to myself, "He must leave now; he wouldn't do this to anyone!" No other teacher in the building had been so favored. Maybe I was *that* good. My colleagues at their posts cast sympathetic glances over the heads of the youthful traffic as I waited for the verdict. Surely it was time now for at least a friendly greeting, preferably "good-bye". Nothing transpired in those fleeting seconds, how-

ever, except the appearance of my freshman commercial-geography class.

Like the plowman, I plodded wearily after them. At least this would be different. I was aging fast, but if I could hold out for this period I would again be a free man. Lunch period would follow.

I plunged into the assigned unit with energy I would normally have kept in reserve for the afternoon's football practice. Before the unchanging expression of my mentor we visited the great ports of the world. Two rather scholarly reports were read and thirty-odd enthusiastic pupils made individual contributions with little or no urging. A summary of the lesson was delivered that might have done justice to an adult in the field. This was it! I beamed, and it was my first smile in three long periods. I congratulated the class at dismissal, and with head high I stepped spritely after them for my final supervised exit.

In the corridor everything looked different. The air was invigorating. I loved every-

one in the building. Even Miss Davis, a confirmed "crab" from across the hall, was all right in my book as she stood there in all her loveliness. Hadn't I just sold myself to the perfect teacher? Maybe my colleagues had been uncharitable in their estimation of our superintendent. It's just possible they lacked something I'd been able to demonstrate during the last three periods in 226. Well, I'd defend him when I received my report, oral or written.

At that moment I was jostled out of my apathy as the subject of my discussion passed me with a brusque "good-day". I glanced over my shoulder and there on my desk lay the great white card, the "calling-card" of which I'd heard so much. I turned on my heel, hesitated, lunged at my desk, saying to myself, "I'll show them!" With unsteady hand I fumbled the message, regained a degree of calm, held it close and read:

Mr. W.

Too much chalk in the trays.

J. M. B.



Citizen Offers \$100 Award Annually to "Most Valuable Teacher"

The American public has for years been education conscious. This interest has been expressed in many ways. Communities have used various methods and devices of encouragement and praise to show their appreciation.

We have been interested always in the pupil who has worked to the best of his ability, and we have offered scholarships to finance and foster a desire for further education among our most outstanding students. While this practice is commendable, it is giving recognition to only one group of the workers who make a good educational record possible.

One civic-minded citizen of Edgerton, Wisconsin, asks, "What about the teacher?" Many teachers who are definitely assets to a community, who are successful in teaching students to think clearly and who have succeeded in boosting both the morals and morale of their students, are sometimes given

no more recognition than the teacher who does nothing but merely teach the pupils his chosen subject.

"Why not an award for the school's most valuable teacher?"

This idea is behind a yearly, continuing award of \$100, which will be given next June and each succeeding June to the Edgerton teacher who has been most valuable to his community. The name of the donor has been withheld and the award will be made through the Rock County Savings and Trust Company.

It will be, undoubtedly, a difficult task to pick one teacher only from the group, but no matter who wins the award, knowledge that our work has been appreciated will come to all of us, and better feeling between the teachers and townspeople will have been created.—MARY ANNE LOCHNER in *Wisconsin Journal of Education*,

PROFITS *in* GIVING:

a Sound Money-Raising Program

By
HAROLD ROLSETH

SCHOOL CHILDREN are frequently asked to contribute money toward various charitable purposes. Provided there is no attempt at exploitation, this is as it should be, for children, too, must learn to share.

However, the usual procedure for raising funds for worthy endeavors is so perfunctory that little is accomplished, either in the amount raised or in encouraging the child to share his wealth with those less fortunate than he. Generally the teacher reads a letter announcing the drive and then informs the pupils that for those wishing to contribute a box will be placed on his desk. The results are usually disappointing, and silver coins and golden teaching opportunities are thus lost.

Let us suppose a nation-wide drive is launched to relieve the distress of European war orphans. Here indeed is a chance to inculcate desirable traits and motivate lessons! Here is a current happening in which young people may actually take part. What better motivation could be desired for work in geography or history? Or, for that matter, arithmetic or English?

How such a drive was conducted, with English in mind as the basic learning unit,

is explained here. As will be seen, there were other valuable by-products.

The letter announcing the drive was read orally in the English class by a pupil. There followed an open forum discussion on the merits and importance of contributing money toward the drive. In the course of the discussion the use of a wall map became necessary, and frequent references to current history were made. It was unanimously decided that the drive was worthwhile.

Then began a discussion about the best means of raising funds. Strangely, the matter from the start was regarded as a co-operative problem. It apparently occurred to no one to suggest that each pupil simply bring a donation, and thus end the matter.

A group enterprise it was destined to be. Various plans—candy and popcorn sales, rag collections, a house-to-house canvass—were suggested, found wanting, and discarded. Finally, one boy suggested a carnival. This struck a responsive chord, and he was asked to explain his idea.

His plan called for putting on a number of "shows", with voluntary contributions toward the drive as admissions. The class was enthusiastic over the proposal, and the period ended in a whirlwind of excitement. Naturally, the assignment for the following day was an outlined plan for one show from each pupil.

Out of the plans proposed in the next English period the following were considered possibilities: a puppet show, a dramatic skit, a scientific demonstration with a toy chemical kit, a movie shown with a home projector, a look through a high

EDITOR'S NOTE: *In the author's classes at Pewaukee, Wis., Junior High School, pupils aren't asked to donate money for various causes. They are encouraged to plan some project that will earn the money for their contributions, and that also will give them educationally sound experiences. Some of the pupils' projects are explained in this article.*

powered telescope, a musical concert, and a number of games of skill, such as throwing darts and knocking over tenpins. Since practically every pupil proposed a show which he felt he was capable of managing, no difficulties were found in obtaining materials or talent for the features selected.

One more period was devoted to organizing into groups and working out details, and an afternoon quarter was arranged for the event.

The carnival proved a definite success in every way. Barkers, selected in advance, gave a decidedly professional tone to the occasion, and the children responded wholeheartedly.

To a reader of this article it might seem that the primary purpose of raising funds was lost sight of, but such was not the case. The question, "How much are we taking in?", was asked repeatedly and there was general rejoicing over the constant rise of figures on the bulletin board.

Aside from the substantial monetary contribution valuable teaching outcomes were evident. The English work was spontaneous and alive. Careful planning was called for down to the smallest details, and then these plans were actually put into execution. Cooperation became a vital necessity instead of just a preachy word. All of the pupils participated in one way or another, and this made them feel their own importance. And everyone had fun.

In another drive, the Easter Seal drive for crippled children, the campaign was built around an arithmetic class. A rummage sale was proposed by a business-conscious pupil

and was endorsed by the class. For some reason the term "rummage sale" was disliked, and "junk sale" was selected as more streamlined.

A school-wide plea was issued for junk—that is, toys, games, books, or anything that might have sales appeal to a junior-high-school boy or girl. The plea, unintentionally timed with the house-cleaning season, met the joyful approval of mothers, who saw in it a splendid opportunity to clean out attics and closets.

A class period and several after-school sessions were necessary to sort the goods and arrange them on tables. Collections of odds and ends of little value were put in bags for a grab-bag table. Price tags were attached to the more valuable items, or special tables were arranged on which all items sold for the same price. To add an extra thrill to the sale a few articles were reserved for auctioning. Among these pieces was a radio which didn't work and a wrist-watch which did—sometimes. The radio went to a delighted young experimenter for sixty cents.

This drive, too, was very successful, and here again the primary purpose was not forgotten. Teaching also netted gains. The class was confronted with a number of business problems which had to be overcome to make the sale a success. Nimble headwork was called for in making change. And once more—everyone had fun. That is, everyone but long-suffering mothers who sorrowfully watched their youngsters return home with larger armfuls of "junk" than they had carried away.



A Letter to the Pupils

If your pupils seem forgetful about punctuation and other mechanics of letter-writing, instead of having them write letters, write a letter to them. Everyone loves to receive letters. I have mimeographed copies made of a letter to the class. As I pass them to the pupils, I tell them that I have a note for each one. They usually are pleased and

begin to read at once. Then I watch for the puzzled expressions and finally the grins as they realize I purposely put a colon instead of a comma after the salutation. After that the fun comes in seeing which pupil can find the most mistakes in "teacher's" letter.—GLADYS L. HANFORD in *The English Journal*.

NO CEILING ON IMAGINATION

*Plan of inducing
creative writing*

By LOWRY AXLEY

WHAT TO WRITE about is a problem that can be solved very simply by teacher and class in a single period—and the finished product can be placed on the teacher's desk by the end of the period. This may sound like too much haste, but the results are sometimes quite revealing.

The method may be applied in two forms. After the teacher has explained the purpose of the exercise and has suggested a few titles, the members of the class are invited to make suggestions. Any titles obtained in this way should be written on the blackboard.

In the first form no pupil is allowed to use his own title. He must choose one supplied by another member of the class. Since he will be allowed only twenty minutes, he must find his idea, select his medium, and complete his first draft in that brief time. There are no other restrictions.

The first illustration is one in which a boy bemoans his difficulty and pokes fun at the task which he feels has been forced upon him.

A Fly on the Wall

To you, O fly, my admiration;
You have to write no dissertation
On subjects by my classmates thought.
You have but about my house to roam,

EDITOR'S NOTE: Mr. Axley explains two methods by which he stimulates pupils to produce creative writing promptly, and presents samples of their work to show that spur-of-the-moment writing does not suffer in quality. Mr. Axley teaches English in Savannah, Ga., High School.

Making any place your home;
And what you've learned, you've not been taught.
BILL KREITZER

Another member of the same class used the title and produced a different kind of result. This is offered by way of comparison.

A Fly on the Wall

I saw a fly with green-glazed wings
Upon my bedroom wall.
He brushed his wings and stretched his neck,
And thus he caused his fall.

The fascinating shimmer of
Those shiny little wings,
The way he pulled his head about,
And countless other things

Stirred me to rise and take a shoe
And sail it through the air.
The fly that lingered on my wall
Will never more light there.

LIBBY WILLS

Savannah in the spring is a fairyland of azalea blossoms. Once a pupil looked outside at that all-too-transient beauty and doubtless thought regretfully of the time soon to come when the flowers would wilt and drop to the ground. The title might embody a feeling of regret—but also something else for the boy who used it.

Azalea Blooms Have Fallen

Azalea blooms have fallen,
And spring has passed away;
My heart is filled with gladness,
For summer is on its way.

The birds are singing sweetly,
And everyone is gay.
The azalea blooms have fallen,
And summer is on its way.

My love once told me softly
In cold December's sway,
When azalea blooms had fallen
That she would name the day.

CHARLES PULLIAM

The quatrain which follows shows that much can be said or implied in a very few words.

A Strand of Hair

A strand of hair,
Like the sun's bright gold,
Can often tell
That a young man's bold.

MARGRET BYERS

Most of the pupils in high school have younger brothers and sisters at home. The next bit of verse, written without rhyme, is doubtless a tribute to a little sister.

A Funny Little Smile

(To a little girl of three)

A funny little mouth,
A cute little mouth,
A red little mouth
Has she;
But whenever she speaks,
She always ends
With a funny little smile.

A naughty little mouth,
A pouty little mouth,
A red little mouth
Has she;
But fuss though she will,
She always ends
With a funny little smile.

A funny little mouth,
A rosebud mouth,
A red little mouth
Has she;
But coax though she will,
She always ends
With a funny little smile.

CLAUDINE HUTCHINS

A poignant situation is apparent in this expression of a girl's experience in caring for a crippled boy.

Still He Smiles

I've seen a man go down to death
With laughter on his lips.
I've seen one blow a kiss to life
With dying finger tips;

But braver is the crippled boy
I've wheeled out in the sun,
Who smiles and talks of sails and wings
While other fellows run.

FRANCES BURKE

In the discussion of the second form of this method I shall indicate the manner of selecting combinations of words from literature, particularly from poetry; but even in the first form pupils sometimes offer such titles. Unfortunately, I do not recall the source of either of the next two titles.

The Taste of Being Sad

John wondered if it would not be better just to end it all. One jump out of the window and it would all be over, and thus a life of unbearable agony would be avoided. Yes, that was the answer—jump into the river; and when his water-soaked body had been washed ashore, she would come and weep over him and say sweet things.

Jane had thrown him over because of Horace Snooty, who had showered her with gifts.

After some reflection, however, John determined to try to bear it until next year. He would then be promoted to the second grade, and maybe he could get another girl.

EVERETT FLOWERS

My Whole World Crashes

I stop with a sudden amazement,
As I glimpse her loveliness.
She is perfect in every detail,
And she wears the dearest dress.
I picture myself beside her;
She is leaning on my arm
Out on a rose-grown terrace—
Surely dreams can do no harm.

I build my air castles higher,
While my poor heart skips a beat.
Then suddenly my whole world crashes
And comes tumbling at my feet;
For, alas, I'm just a mortal
Making a dollar or two a day,
And she is a window model,
Who is molded out of clay!

GENEVA HODGES

In the second form of the method titles are consciously chosen from literary sources. It will be observed that many titles of books have been selected in the same way. The short passage in *Macbeth*, beginning "She should have died hereafter", has yielded several book titles. Several years ago when a collection of original poems by pupils of Savannah High School was published, "By Haunted Stream" seemed appropriate as a title. It was taken from these lines of Milton's *L'Allegro*:

Such sights as youthful poets dream
On summer eves by haunted stream.

In preparing the way to enable pupils to make suggestions, the teacher, for example, may read a poem or designate a pupil to read it. The members of the class are requested to call out at any time during the reading any combinations of words that appeal to them. These are written on the blackboard. The suggested titles which follow are about half of those taken recently from Keats's *Ode to a Nightingale*:

The Queen Moon	Shadows Numberless
Immortal Bird	Soft Incense
Tender is the Night	This Passing Night
Perilous Seas	Into the Forest Dim
She Stood in Tears	Starry Fays
The Warm South	'Tis Not Through Envy
Her Lustrous Eyes	Magic Casements
Alien Corn	A Waking Dream

Some of these word combinations have already served as book titles.

The last of the titles in the foregoing list was used by a boy for a little humorous sketch about a fantastic dream.

A Waking Dream

One night before going to bed I became very hungry, and so I proceeded to the icebox to get something to eat. Before I knew it, I had eaten four pickles, a triple-decker cheese sandwich, and had drunk a quart of milk. Well, being very tired, I went to bed. Later that night a noise startled me, and I saw a huge dill pickle in the form of a man climb into the window. With the aid of a cheese man he picked me up and put me between two

pieces of bread. Then they both put mayonnaise and mustard all over me and were about to eat me; but as they put me to their mouths, I fell out and kept on falling. It seemed that I had been falling for hours, and then I woke up. I found that I had been dreaming all this. Some friends of mine had poured water all over me, and I had fallen out of bed as I was trying to get up. Boy, this was a waking dream!

HARMON CORLEY

In both forms of these assignments it is quite common for pupils to comment upon their difficulties in writing, as in the first illustration given in this article. Sometimes their protests are rather clever and amusing. As illustrative of this type of writing in the second form, two selections are offered.

The first title is from Browning's *Home-Thoughts, from Abroad*.

Blossoms and Dewdrops

The title I've chosen
Is flowery indeed;
But you will discover
If further you read,
It has nothing to do with flowers.

I think it a pity;
It seems a great shame
To waste such a title
On a poem so lame,
But for better I'd have to work hours.

DONALD AUSTIN

The second of these titles was created by the author herself. Several phrases and sentences from *Hamlet* had been placed on the blackboard. One of the sentences the author used as the first line of her poetic effort, and another she used as the last line.

No Inspiration

His silence will sit drooping,
As he racks his weary brain
Trying to think of something
To write. He tries in vain.
It droops with labored sighing
As he gazes on the floor,
Hoping that Mr. Axley will say,
"Cudgel thy brains no more."

MARY WILMERDING

Later the girl who wrote *No Inspiration* chose a title from A. E. Housman's *Reveille* and produced this bit of impressionistic verse:

Silver Dusk

Silver dusk, silver dusk—
Faint odors of roses and of musk,
The trill of a mocking bird up high
In a poplar reaching toward the sky. . . .

Silver dusk, silver dusk—
The seed of a star in a blue-gray husk,
A lapping of water along the shore,
The rustle of leaves the oak tree wore.

MARY WILMERDING

By way of digression, it might be added that the author of the two preceding selections composed little poems before she was able to write. While her father, an Army officer, was stationed at Carlisle Barracks, Pennsylvania, the budding young poet sang many brief poems to tunes of her own. Some of these early poems she brought to me with the following note by her aunt, who served as her amanuensis: "These are a few of many poems in her exact words that Mary sang to me to her own tunes, which were as good as the poems, and without suggestion from anyone. She was two years and nine months old." Here is one of them:

The Mountains

The mountains are singing to me.
They are blue mountains.
Where are the mountains?
They are yonder over the fields
Where the birds grow.
The birds live in the mountains,
And the clouds live there with the birds.

In the twilight
The mountains eat their lunch on leaves
And go to bed.
Then it is dark,
And we cannot see them.
They cover themselves with brown covers
And sleep through the night.

MARY WILMERDING

Shelley's poetry will supply a multitude of titles. The next selection bears a title

from Shelley's *To a Skylark*. It was written by the author of *Still He Smiles*.

Like a Poet Hidden

God, I want to write.
Magic moments of planes in flight,
The still sharp points of stars at night,
Beloved faces by candlelight
Fill my heart with ecstasy.
All the beauty that there be
To put in words, God give to me
The power to do it reverently,
In order to ease the sweet, sharp pain
Occasioned by steel-shafted rain;
To satisfy my pulsing throat
That throbs when I behold a boat
Etched against the sunset sky,
Or watch a delicate butterfly,
Or feel the spring wind whipping by.

I'll burn tall tapers waxy white
Upon thine altar, and worship thee
In humble love and piety,
O God, if only I may write.

FRANCES BURKE

While the first draft of a piece of work should be handed in by the end of the time specified, a pupil should be allowed to revise at any time. One variation from the method set forth is the plan of selecting a title during the class period and completing the assignment outside the classroom. This piece was written on that plan:

Fabulous with Words

A poet, fabulous with words,
Stood at twilight's gate,
Interpreting the sunset
In terms of love and hate.

All ugliness the poet knew,
As anger, hate, or dread,
His wealth of words converted
Into blazing sunset red.

His riches changed mere gentleness,
Silence, love, and rest,
To warmth of fading color—
A pink and graying west.

But hate and love to me were just
A pair of pent-up birds. . . .
A vulture and a bluebird caged
. . . For want of words.

DORIS FALK

Inventory for evaluating a program of SPEECH CORRECTION

By FRANKLIN H. KNOWER and WENDELL JOHNSON

WHAT ARE THE essential features of a public-school speech correction program? Teachers and administrators are yearly becoming more conscious of the need for more consideration of this problem. We all want to do all we can and should do for children with speech defects.

Many school systems are setting up new and systematic programs. Others do what they can but feel they are in need of more information on objectives, methods, and standards of achievement. It is with the hope of doing something to provide helpful suggestions that this inventory has been prepared.

The following inventory questions suggest criteria by which you may judge the adequacy of a public-school speech correction program.

In the right-hand margin opposite each question in the form used are a series of numbers, "0-1-2", which are used as follows in checking the adequacy with which the criteria are met:

0. Circle the "0" if the criterion suggested by question is met poorly, or not at all.

1. Circle the "1" if the criterion is met in some ways but not adequately.

—■—

EDITOR'S NOTE: Mr. Knower and Mr. Johnson offer a 43-question inventory for judging a public-school speech-correction program. The group of questions, incidentally, more or less form a description of what the authors consider an adequate speech-correction plan. Mr. Knower and Mr. Johnson are in the Department of Speech of the State University of Iowa, Iowa City.

2. Circle the "2" if the criterion is met with high satisfaction.

An expert judge may evaluate the criteria for a school system with greater reliability and validity than one not familiar with speech correction programs, but a good school supervisor may find the items suggested helpful in getting a fair evaluation. If any difficulty is encountered in this evaluation procedure, the school administrator should consult with some expert in the field of speech correction. The authors invite correspondence with anyone using this inventory in his school system.

All the items on the following list constitute criteria for larger school systems. Only the starred items can be applied to any size of school system.

Description of School System

Name of school system
 State
 Number of grade schools Average
 number of pupils per school
 Number of junior high schools
 Average number of pupils per school....
 Number of senior high schools Av-
 erage number of pupils per school
 Number of four-year high schools
 Average number of pupils per school....
 Total public-school enrolment
 Number of teachers
 Number of certified speech teachers.....
 Number of certified speech correction
 teachers

Criteria for a Speech Correction Program

1. Is there an expert speech correctionist in the school system?

2. Is there a sufficient number of speech correctionists to carry the load of cases needing attention of a specialist?

3.* If there is no resident correctionist in the school system, is an expert called in from time to time for consultation?

4. Is a survey of pupils for speech defects made at least once a year?

5. If a complete survey is not made every year, is a survey made of all new pupils each year?

6. Are all teachers instructed in reporting speech defectives not found in initial surveys?

7. Are expert diagnoses made to determine the nature of all speech defects?

8.* Are teachers taught to identify speech defects with precision?

9.* Are regular teachers given instruction in differentiating the speech defects they may work with from the defects they should refer directly to a specialist?

10.* Are all teachers aware of the prevalence of speech defects of various types and their normal proportion among children?

11.* Do all teachers understand the significance of speech defects (scholastic, economic, social, personal)?

12.* Are teachers given an understanding of the influence of speech defects upon other educational work?

13.* Do teachers have personal speech standards and adjustments which serve as good models for pupils?

14. Does the speech-correction specialist or supervisor advise regular teachers on the classroom program for speech defectives?

15. Does the speech-correction specialist follow through and check on the regular classroom progress of speech defectives?

16. Are all teachers encouraged by the school administration to cooperate with correction programs planned by the speech clinician?

17. Does the speech-correction specialist work with parents on the out-of-school and home educational program for speech defectives?

18. Are administrators, teachers, and parents informed of the correction program carried on with speech defectives in school?

19.* Is a permanent accumulative record kept on all work done with each speech defective?

20. Is a regular program of correction carried out for all stutterers?

21.* Is a regular program of corrective work carried out for pupils with defects in voice?

22.* Is a regular program of corrective work carried out for pupils with articulatory defects (lispings, baby talk, foreign dialects, etc.)?

23. Is a regular program of corrective work carried out for pupils with organic defects of articulatory or vocal organs (cleft palate, hare lip, dental deformities, etc.)?

24. Is there a hearing testing program carried out each year for all the pupils?

25.* Is there a hearing testing program each year for at least all new pupils?

26. Is a regular program of corrective work carried out for pupils with speech defects caused by hearing loss?

27.* Is a regular program of corrective work carried out for pupils with psychological maladjustments causing defective speech (stage-fright, excessive shyness, etc.)?

28. Is a regular program of corrective work carried out for pupils with paralysis or other neurological defects (spastic paralysis, chorea, etc.)?

29.* Are arrangements made for medical or dental treatment which may be needed by pupils with defective speech?

30. Is the clinic well equipped with all testing and work materials necessary for a corrective program?

31.* Are all teachers instructed in educational methods for the prevention as well as the correction of speech defects?

32.* Is the relationship of intelligence to speech defects understood by all teachers?

33. Is attention given first to those defects which respond most readily to correction?

34.* Is the pupil given a scientific explanation of his speech defect?

35.* Is an effort made to give the pupil a wholesome, objective attitude toward his speech defect?

36.* Is the pupil given appropriate goals or standards of speech toward which he may work in his speech-correction program?

37.* Does the speech instructor give pupils without speech defects instruction in how to work and play with fellow students who are speech defectives?

38.* Is the speech-correction program well adapted to any special speech correction needs of the community or school system?

39.* Is the speech-correction program

made attractive and interesting to the pupil?

40. Do the speech clinicians keep up to date with the latest facts and methods of speech correction?

41.* Are speech defectives given personal and vocational counseling by the speech teacher or by the school psychologist?

42.* Are speech defectives given opportunity to develop normal skills in the function and types of speech which they are capable of learning?

43.* Does the school library contain an adequate number and variety of materials dealing with speech defects and speech correction?

A Teacher's Wish

By MABEL HODGES

I wish I was a slimy snail
That lived within a shell—
My forty kids in there with me;
Their larnin' would be swell.

There wouldn't be no bosses
To tell me what to do.
There wouldn't be no principals
Nor vice, either—too.

There wouldn't be no nurses
To watch with special care
For pediculosis, scabies and
Other ailments rare.

There wouldn't be no teacher
To find out if they're well,
Or if they'd play a truant—
No one could ever tell.

There wouldn't be no bulletins
To have to read each day—
There wouldn't be no music
And maybe not no play.

There wouldn't be no paper drive,
Nor stamps, nor forms to fill.
There wouldn't be no movies
Interruptions would be nil.

There wouldn't be no lunches
There wouldn't be no snack—
There wouldn't be no nothin'
To get 'em off the track.

Just readin', 'ritin', 'rithmetic—
The big three of MY day
Would be what I would teach 'em,
And not the living way.

Now if I lived just like a snail
And all these things came true,
I think I'd quickly change my mind
And join the crowd, don't you?

The Basketball Controversy: I LIKE BASKETBALL

By V. I. WHITTEMORE

WE HAVE ALL heard of the man who took in too much territory. Such is the situation of Mr. C. L. Bowlby in his article, "I'm Beginning to Hate Basketball" in the September 1945 issue of THE CLEARING HOUSE.

Having never set foot in the state of New Hampshire, I do not know the situation there, but I do know about basketball as played in Michigan.

I am superintendent of schools in Big Rapids, Mich., a town of 5,500 people with a school population of 1,400 boys and girls. We are typical of towns of our size in Michigan. For three elementary buildings and a high-school building we have 55 acres of playgrounds, including an outdoor swimming pool, football field, picnic grounds, tennis courts, softball diamonds, and a scout cabin.

In addition to seventy high-school boys out for football, we will have at least fifty boys on the squads for interscholastic

basketball and at least 100 more boys on the intramural basketball teams. Then in the spring, we will have fifty out for track and a hundred or more on intramural softball teams. We have only one gymnasium but could well use two.

I find that by hiring the right kind of coaches, we can and do teach real sportsmanship to team members, student body, and townspeople. I find that the great majority of fans and students believe in fair play and will respond to any appeal for fair play. This is the fourth community in which I have served as superintendent and I have had similar experiences in each.

The Michigan High School Athletic Association sets up the general rules by which we operate and acts as final arbiter of all differences between schools and of eligibility matters. Of course, now and then they have to penalize a school for infraction of the rules, but by far the great majority believe in and practice sportsmanship in its real sense.

If conditions exist as painted by Mr. Bowlby, there really must be weak-kneed school administrators, and if they do not start to clean house from within, the public will clean house from without.

Boys can be taught to take success in basketball, hero worship, and the like with humility. Life brings the same situations, so why not parallel them in the school and use them as real learning situations? Any administrator who would allow a coach or the smoke shop gang to push him and his school into exploiting the physical strength, mental attitude, and welfare of the pupils and the school is not worthy of being an administrator.

I have known a few coaches of the dirty

EDITOR'S NOTE: In the September 1945 issue of THE CLEARING HOUSE, Principal Bowlby discussed certain abuses which he said were beginning to make him hate basketball. Since then we have received many articles and letters from aroused readers. Some of the articles backed up Mr. Bowlby's stand, and some of them attacked it. In this issue we present two of the articles that disagree with Mr. Bowlby's. They were chosen from those submitted because they not only answer Mr. Bowlby, but explain plans used in two schools for keeping basketball in hand. Mr. Whittemore is superintendent of schools in Big Rapids, Mich.

type that Mr. Bowlby describes, but I am happy to say that the great majority are carrying on a program that builds real men. A coach who will resort to the dirty tricks Mr. Bowlby describes is the exception, not the rule.

Mr. Bowlby is inconsistent when he says that school money is lavished on a few players, although he has previously stated that interscholastic basketball is a money maker. The proceeds from our athletic contests not only purchase all athletic equipment and pay all expenses, but also furnish athletic equipment for the larger intramural program.

"Spectators are a rare race of people." I would agree. They are kind to their children, loving and considerate of their wives, gentle and quiet by their firesides as Mr. Bowlby says; but further, they are my neighbors and friends, the people I meet and converse with every day, those with whom I work, those with whom I play, those with whom I worship in my church, and even after they have purchased an admission to a basketball game and even though they want our team to win, they yet are very responsive to every request I have ever made of them and are, on the whole, good sportsmen.

It would appear to me that Mr. Bowlby is sour and cynical because of some personal experience, and I am sure that he does not have an objective view of the whole basketball situation in our nation. As an administrator, I do not expect to ever have to drink the poison hemlock referred to by Mr. Bowlby in order to keep a clean, wholesome, worthwhile athletic program rather than the kind which he describes.

I am attaching a letter my coaches sent to parents. They are living up to the aims listed and the community loves it. I like basketball above all other sports and I want my son to play the game and to get from it the lessons my coaches will teach him. We

are not perfect; we will improve our program; but it now is bringing very good results.

Dear Parents:

Your son has reported to us as a candidate for the Big Rapids High School football team. We are happy that you and your son are showing this interest in our athletic program.

Our athletic program is based on the theory that the development of boys into good citizens—mentally, morally, and physically, is more important than merely winning or losing athletic contests.

The aims of our athletic program are as follows:

1. To have as many boys as possible participate.
2. To promote good sportsmanship, respect for both officials and opponents during contests, and at all other times.
3. To promote a wholesome school spirit among the athletes, the student body, and the patrons.
4. To build each boy physically and mentally so that while he is actively engaged in a contest the danger of injury is held to a minimum.
5. To encourage better school citizenship, attain high scholastic standards, and practice good morals.

We are asking you as parents to help us accomplish these aims by encouraging your son to practice the following habits which help to build greater athletes:

1. We insist that during the training program a boy should have at least 9 to 10 hours of rest each school night.
2. The use of tobacco and alcohol are strictly forbidden.
3. A well-balanced diet is essential.

Will you please cooperate in helping us to achieve our aims for a better athletic program for Big Rapids High School by encouraging your son to follow the policies outlined above.

Your signature to this letter gives your son permission to participate in our program. Please return this letter at your earliest convenience.

We invite you to discuss with us at any time your feelings toward the athletic program and if you would like to make any comment on the reverse side of this letter, we would welcome it.

Sincerely yours,

Coaches:

Don P. Smith

Richard C. Donley

Parents' Signature:

Father

Mother

The Basketball Controversy: **HONOR POINT PLAN** at Indian Lake School

By MILTON S. POPE

READING THE September issue of *THE CLEARING HOUSE*, I conclude that Mr. C. L. Bowlby certainly must have had or is having some unhappy experiences with basketball. If the things he has written about happen in his school, is he as principal not somewhat to blame?

Having been a physical director and basketball coach before I became a principal, I can sympathize with him, but I feel that most of his trouble is not in general the fault of basketball. Winning teams and noisy crowds are part of any athletic program. If you don't want the crowd, start losing and see how fast they drop off. If the coach is wrong the problem becomes more difficult—especially in tenure areas. I can see nothing against good coaching, good school spirit, and winning teams. Does the coach fail to feed the visitors when they win, or is that school policy? Who sets the policy?

I would suggest two things that might help—(1) developing more interest and better cooperation between the administrator of the school and the coaching personnel, and (2) bringing the other activities of the

school, such as music, school publications, etc., up to a level where they do not suffer in comparison with the athletic department. Fifteen years ago when I first came to Indian Lake Central School as physical director and athletic coach, we were fortunate in having winning basketball teams. We were also fortunate in having a principal who wanted a well rounded school program with no one department getting the lion's share of praise and attention. Naturally, after a winning season much pressure was brought to bear by team members and their friends for trips, awards, etc., as their rightful part of the gate receipts. It was then that our honor point system came into being, and it has served us well for fifteen years.

The honor point system was devised by the student council, with the advice and help of the principal and the advisers of all the different activities in our school. It had as its goal a sweater with the school emblem, acquired in various ways. It has really worked for us, so we pass it along for what it is worth. The points allotted to some items may seem low when compared with others—but remember, they were all proposed by our student council and adopted by the student body.

This year, for example, the student council felt that citizenship should be rewarded. A proposal was made, and the student body voted to add it to the list. So each quarter not only is scholarship put on the honor roll; citizenship is also. Under this program

EDITOR'S NOTE: *Like Mr. Whittemore in the preceding article, Mr. Pope disagrees with Mr. Bowlby about the evils of basketball, and tells about a plan used in his school to keep basketball within bounds. Mr. Pope is supervising principal of Indian Lake, N.Y., Central School.*

special favors are not granted to sports; all pupils have a chance to get honor sweaters; the coach of basketball works in harmony with the director of music, etc., and all is

quiet. We win games, we lose games, the band plays well or it plays badly, and we try to keep all activities going and to reward effort fairly.

HONOR POINT SYSTEM

The following points will be given towards an honor sweater:

Boys' Basketball	6 points to letter men and one or two to the remainder of the squad
Boys' Soccer	3 points to letter men and one point for the rest of the squad
Boys' Baseball	3 points to letter men and one point for the rest of the squad
Basketball Manager	1 point
Soccer Manager	1 point
High Honor Roll	1 point
Low Honor Roll	1/2 point
President of Junior and Senior Classes	1 point; other officers 1/2 point
Student Council	1 point
Glee Club	1 point
Band	1 to 6 points, to be determined by music instructor
Assistant Librarian	1 point, all student assistants 1 point
Editor-in-Chief of "Warrior" ..	1 to 3 points, to be decided by the faculty adviser
Members of the "Warrior" Staff	1/2 to 1 point, to be decided by the faculty adviser
Participants in Play	1 to 3 points
Manager of Plays	1/2 to 1 point
Girls' Basketball	1 to 3 points, to be determined by athletic instructor
Boys' Softball	3 points for letter men and 1 point for the rest of the squad
Ping Pong Champion	1 point; if in tournament until 4th final 1/2 point
Archery	1 point for captain of team and 1/2 point for the rest
Typist of "Warrior"	1 point
Tennis Champion	1 point
Team Captains	1 point
Girls' Softball	1 to 3 points, to be determined by athletic instructor
Citizenship	1/4 point each quarter

You must have 25 points for an honor sweater. You cannot turn in 25 points for one activity. For example, you cannot turn in the required number of points for just athletics, but must have acquired some of your points in some different activity.

One or more points may be deducted for breaking rules or failing a subject.

To obtain first star one must have ten honor points. For additional stars fifteen points are required.

Honor points for sweaters and stars must be earned during four years of high school. Post-graduates are not allowed to work for sweaters. Honor sweaters cannot be obtained before the junior year.



Let's Educate for Politics

A recent opinion poll of parents indicated that 70 per cent do not want their children to go into politics. Only three parents out of ten desire their sons or daughters to have anything to do with political affairs. This indicates a dangerous trend in American thought, a serious cancer in the body politic. It may be due to a simple lack of understanding on the part of adults, or it may result from the connotation which has shaded the word, "politics".

In either case it presents a challenge to American educators. It means that through both the regular curriculum and special adult courses the responsibilities of practical citizenship in a democracy must be instilled in our people. The importance of the individual's duty must be so real to him that he actively participates in political affairs on the local level as well as showing interest in state and national problems—FRANK MEYER in *The Social Studies*.

PUPILS' CHOICE:

Let's be honest about it

By
OPAL W. BEATY

NOW WOULDN'T each of you like to make a poster, showing the foods we should eat every day, to take over to the third-grade room in the morning?" queried the student-teacher in her most persuasive voice of the ninth-grade health class. "Naw, I hate posters!", "I'd rather you'd read to us" and other objections showed quite clearly that this class definitely would not like the activity suggested by the teacher.

A look of panic came into the teacher's face and I knew why. She had come to class fortified with a lesson plan in which she was to create such a sense of personal responsibility on the part of the health class for sharing their nutrition information with the third-grade that they would be bubbling over with enthusiasm at her suggestion. Poster-paper and numerous old magazines and seed catalogs, from which attractive pictures of food could be cut, stood stacked on her desk. She had nothing else planned to take the place of this activity and there were still thirty minutes of the period left.

I felt sympathy for her and admiration for the class. I'd listened in on many classes conducted by both experienced and inexperienced teachers whose favorite expres-

sions seemed to be "Wouldn't you like?" and "Shall we?" and had long awaited the group who would have the nerve to come out and say what they really believed.

We've all been terribly concerned about democracy in the past few years. Teachers have sincerely wanted to contribute to the safeguarding of it by using the principles of democratic living in the classroom. They have thought to do so by teacher-pupil planning of teaching activities and by giving students opportunities to make choices. This sounds fine in a book or when discussed in a teachers' meeting. But let us get back to the classroom.

The social-science class is going to plan a unit on Knowing My Community. Before the teacher ever meets the class, she has thought through the unit, has blocked out the topics to be discussed and the activities for the entire unit, has made arrangements for field trips and has decided upon the particular days on which they are to be made. She meets the class with all of this in her notebook and proceeds to lead the class to making a plan for the unit just like hers.

If they do not think of an item she has in mind, she leads them to mention it by saying, "Don't you think it is important to know about the city water system?" Of course no one is brash enough to say "No" so the city water system topic is added. If a topic comes up for which she had not planned and for which there is no time, she can ignore it or divert it by referring quickly to another trip she had in mind. And yet this teacher would quickly deny that there had been no pupil-planning. She would defend her technique by saying, "Of

EDITOR'S NOTE: *The amount of "pupil planning" that is dominated by the teacher is an old joke in education. If the method is to be successful, the teacher must follow some definite, honest plan, such as that suggested by Mrs. Beaty, who is Itinerant Teacher Trainer in Home Economics Education in The State Department of Public Instruction Santa Fe, New Mexico.*

course, the teacher has to have ideas in mind and lead the class to them."

True, the teacher must have some ideas in mind, but does she have to have *all* of them? Is there any *real* expression of students' ideas when they are *led* by the teacher to accept her ideas? Is there any danger to democracy in bringing up a generation who have not been given a chance to do some of their own planning, who are in the habit of being *led* in all of their planning?

I have observed two techniques used by mothers who were teaching their small daughters to select their own dresses. One said, "Now which dress do you want, dear?" After much deliberation of the rack full of pretty dresses, she put her hand out to the one of her choice. The mother said, "Oh, not that one! It costs too much and won't look good on you. Choose another."

The other mother looked over the rack of dresses, selected three of correct size, becoming design, and right price. She took the little girl to the dressing room, where each one was tried on and the child made her choice from the three.

The first mother had not been honest. She had said, "We will go to town and you may pick out the dress you want", but what she meant was "You may pick out a dress, if you select one that pleases me." The second mother was more honest. Realizing that the child's inexperience did not qualify her for selecting a dress without some guidance, the mother eliminated the dresses which, for one reason or another, were definitely "out". What she said

was, "Which of these three dresses would you like?"

The analogy can be carried into the classroom. Let us not give pupils responsibility for making plans or making choices of which they are incapable. The teacher thinks that making posters for the third grade would be worthwhile and besides, she likes making posters and it is a good way to use up class time and will keep the kids busy a whole period.

The pupils may not like to make posters. There are other activities they could do which would be just as worthwhile to the ninth-grade health class and just as valuable to the third grade. They could write and present a skit or prepare some simple demonstrations. The teacher would be more honest if she were to get their ideas, eliminate the worthless or impractical ones, and let the class vote on which of the remaining ones they wish to select.

In planning a field trip, an effective device would be to set up such criteria for the trip as these:

1. Is it close enough that we can get there and back in the time allotted?
2. Is it a place where most of you have never been?
3. Is it related to what we are working on?
4. Would they like to have us?
5. Is it a place you're interested in?

Each trip suggested could be checked by these criteria, voted upon, and the class would then abide by the wishes of the majority. This is democratic living in the classroom.



Parallel Discussion

How long and how far from the text in hand shall discussion of an issue raised by the reading [in English class] be allowed to run? The teacher must decide on each occasion, considering the importance of the issue, the interest of the bulk of the class, and the flow of fresh ideas or experiences. It may need to be adjourned to a later day

for the collection of more information. It may even run into a vital composition assignment. The teacher's own participation in the discussion should be neither Olympian nor preachy; it should be the unassuming contribution of an admired and popular (let us hope) member of the group.—W. WILBUR HATFIELD in *The English Journal*.



SCHOOL NEWS DIGEST



Edited by THE STAFF

CONTESTS: Only 11 national contests have been approved for participation by high schools during the 1945-46 school year by the National Contest Committee of the National Association of Secondary-School Principals, states the Association's *Bulletin*. A large number of national contests was studied, and the Committee so far has approved 11 in which the educational values for pupils outweighed the direct or implied commercial aspects of the contest.

COMMUNITY: The community school idea will be put to a rigorous experimental test by the State Department of Public Instruction of Michigan on a \$35,900 grant by the Kellogg Foundation, says *Michigan Education Journal*. The project will explore ways in which a local school system, "well-organized, well-led, well-supported, and working in cooperation with other agencies," can "contribute significantly to the goodness of living in the community." The project will see that the selected experimental communities get the educational, technical, and consultative services they need. These will lie in the fields of community organization and operation; health education and health services; farm and garden productivity; marketing organization and methods; local government; adult education of a generally cultural nature; library, recreational, social and business opportunities; and the meshing of school and other public facilities with community needs.

RELIGIOUS: Pennsylvania is now the 12th state to allow released school time for religious instruction, states *Catholic School Journal*. The other states are Cal., Ind., Ia., Ky., Me., Mass., Minn., N.Y., Ore., S.D., and W.Va.

DOG CATCHER: Salt Lake City, Utah, civic officials were annoyed by Robert Littell's statement in *Reader's Digest* that the city's dog catcher makes \$10,000 a year, while the maximum salary for the city's teachers who have 16 or more years' experience and a master's degree is \$2,724. It seems, reports *Utah Educational Review*, that the dog catcher has to pay his assistants' salaries and other expenses, and that his net annual salary has never exceeded a measly \$3,000. But the average annual gross salary of Salt Lake City teachers is \$2,300. The *Review* points out that the dog catcher's calling involves the following chores: issuing dog licenses; chasing unlicensed dogs; keeping the pound clean;

killing unclaimed dogs; and collecting the carcasses of dead dogs and cats and burying them. The *Review* feels that the teachers of tomorrow's citizens have more exacting duties than these, and that "Salt Lake City is still in the national dog house." (We have been unable to confirm a statement in a New York City newspaper that some garbage collectors in Philadelphia make more than \$5,000 a year, which is a lot more than Philadelphia teachers get. But we don't doubt it.)

NEW GOLDEN RULE: A modern version of the Golden Rule, of interest to teachers who include intercultural work in their programs, quoted by Gideon Seymour in *Minnesota Journal of Education*: "The best way not to get pushed around is not to push other people around."

FUTURE TEACHERS: Actual experience in teaching in the elementary grades is offered to members of the Future Teachers Club of Bristow, Okla., High School, states Dorothea Meagher in *The Oklahoma Teacher*. This work is preceded by classroom observation, followed by conferences with the elementary-school teachers, when lesson plans are discussed. Then the Future Teachers take over for half-day sessions, once each week, giving the regular teachers time for home visitation.

CRITICISM: Just as Music Teacher Phyllis Brefka was about to strike up the band at the annual Mayville, Wis., High School picnic, reports *The Quarterly* of the Omaha Education Association, four graduating girls who disliked her grading system swooped down on her, dumped her in a nearby river. This expression of their disapproval cost each of the girls a \$15 fine plus \$11.30 costs. Miss Brefka filed charges "in the hope," she said, "that it would discourage other pupils from subjecting more teachers to involuntary baths". The pre-war pupil who got a bad grade would just mutter under his breath, "Go jump in a lake." Maybe these four girls represent the emerging post-war pupil.

UNITED NATIONS: The annual contest for high-school pupils, sponsored by the American Association for the United Nations (new name of the League of Nations Association) on which examinations will be held in the spring of 1946, will be open to pupils of private and parochial high schools,
(Continued on page 320)



Planning Intercultural Education

DAILY EXPERIENCES in the lives of Americans demonstrate that intercultural tensions exist. The American's newspaper tells him of a race struggle or of religious prejudice encountered in an American community. Sometimes he is reminded of the presence of bigotry and intolerance in the American scene through a so-called joke which has a minority group member as its butt, through discrimination in employment, in a restaurant, at a theater. Sometimes he himself experiences the lash of discrimination, as a member of a racial, religious, ethnic, or social-economic minority.

Yet, despite the existence of tensions, concern for better human relationships in America is on the march as seldom before. Problems of racial, religious, and ethnic relationships are no longer confined to the books read by scholars; contemporary best sellers include *Earth and High Heaven*, by Gwethalyn Graham, and *Strange Fruit*, by Lillian Smith. Popular magazines carry articles on attempts by schools to build good relationships among men; movies feature intercultural shorts; even the lowly comics include cartoon features aimed at unity and understanding. When the fascists proclaimed that it was "we or they", they set many Americans to thinking about what our way of life really means.

As Americans have pondered problems of intercultural relations, there has been increasing recognition that the three Big Ideas of our time, the three prevalent ideologies of this nation, are ranged on the side of good human relations. These Big Ideas are the democratic way of life, the religious tradition of western culture, and the findings of scientific inquiry. Each is an opponent of bigotry, group hatreds, and

intolerance. Faith in the Big Ideas as allies accounts in part for the growth of educational planning for intercultural education.

Democracy is the major historic commitment of the American people. The point has been made so steadily and persistently of late years by American historians and educators that there is little need to labor it here. A creed which includes respect for individual personality, working together for common purposes, and the use of the method of intelligence cannot be reconciled with master race ideas, subservience to a prescribed State ideology, or thinking with the blood, Nazi style. The documents of democracy testify that there is no way of reconciling democratic living and discriminatory practices.

Nor does religion give comfort to the bigot and the peddler of prejudices. The Christian and Jewish traditions are agreed upon the concepts of one God, of the brotherhood of man, of respect for the soul. True, some religionists may attempt to distort the great religious tradition, yet always the simple fundamentals resist manipulation.

Science, too, has joined the forces which testify for man and against bigots. The anthropologists have turned aside from their bone structures and dying cultures to tell us that there have been many great civilizations in many times, that differences among people as to innate abilities are as yet undocumented, that one of our bad intellectual habits is to assume that our in-group is superior. The psychologists contribute their testimony that inherent superiority of particular skin colors, religious persuasions, or geographic localities is legendary.

Modern men may move forward confi-

dently toward better human relations, secure that they have the backing of three great ideas of our times.

Educators are among those on the march. We find their accounts of attempts to better human relationships in our magazine articles, our yearbooks, our policy statements of educational organizations. One need only see the special issues devoted to intercultural education by magazines such as *Educational Leadership*, *The American Teacher*, *Child Study*, *Progressive Education*, *Elementary English Review*, or note the activities of educational organizations such as the Commission for the Defense of Democracy of the National Education Association, or the National Council for the Social Studies, or follow the progress of groups of professional educators such as the Bureau for Intercultural Education.

Today, when educators have just begun the good fight for better human relations among Americans, we need, as never before, courageous experimentation in intercultural education. We need the experiences in building unity, understanding, and good human relationships which have been developed by teachers throughout America, each experimenting to find the techniques which fit his particular community, class, or indeed, individual student. In short, we need educational planning.

The essence of educational planning is that it proceeds through teachers, faculties, administrators, thinking together about their unique problems and developing experiences which meet the particular community and individual needs. Good education must be adapted by educators to the needs, problems and tensions of the young learner.

It is unfortunate that misinterpreters of the concept of planning in education sometimes ask schools or communities to "put in" one or another school system's "plan". This would be feasible if it were possible

to transplant as a "plan" the long weeks of study and experimentation which went into the making of good experiences. Another school system's plans cannot be installed in another community as though education were a branch of plumbing. For example, excellent as Springfield's experiences must be in meeting the needs of that community, a Springfield Plan cannot be transplanted in toto elsewhere. Incidentally, responsible leaders in the Springfield, Massachusetts, schools have consistently opposed the idea that Springfield had a plan which was a set, fixed pattern, importable anywhere and guaranteed to produce Utopia next week. They know full well what it took to develop experiences appropriate to the actual Springfield situation.

The development of intercultural education will and must be slow and steady, based upon insights from many communities and from many teachers. To look for magic answers which will avoid the necessity of schools' adapting existent practices and inventing new ones is educational voodooism. The wistful absolutists who have an easy answer in "putting in" another community's plan are doing intercultural education a disservice. They are encouraging complacency with the few weapons we have when we have only begun to fight on an unknown field. Their lack of diplomacy and insight alienates sensible school people. And they are encouraging educational reaction, for they deny all we have learned in this twentieth century about individual differences among persons and communities, about the necessity for participation and sharing in curriculum development if we are to have good education in our schools.

WILLIAM VAN TIL

Director of Learning Materials

Bureau for Intercultural Education

New York 19, N.Y.



White and Colored Teachers' Pay

By DANIEL R. HODGDON

Differences in salary paid to teachers, if determined solely by variations in individual attainments and worth, are not repugnant to the Fourteenth Amendment of the United States Constitution, but salary differences based solely on race or color are prohibited by that amendment. The courts recognize that because positions in the school systems are equivalent, particular persons filling them are not necessarily equal in professional attainments and efficiency, and some range of discretion in determining actual salaries for particular teachers is permissible, whether they be white or colored.

In this case there was no salary schedule adopted by the board of education or any authority of the school district, fixing salaries of teachers according to the position filled. In 1930 the board paid colored teachers in the elementary schools an average of \$615 a year and in the high schools \$630 a year, while the white teachers averaged \$810 a year for elementary-school work and \$900 a year for high-school teaching. In 1936 the board granted all white teachers receiving \$832 or less an increase of \$67.50, and all teachers above \$832 an increase to \$900. No increase for white teachers was to bring salaries above \$900. In the case of the colored teachers the board gave to those receiving \$655 or less an increase of \$45 and all above \$655 were increased to \$700—no adjustment to exceed \$700.

In June 1942 the board discovered a surplus amount in the budget for salaries and decided to divide this among the teachers, on the basis of (1) years of service, (2) training, and (3) present salary.

For example, a teacher with fifteen years of service, holding a bachelor's degree and earning \$1600 a year, would be entitled to 3 points for service, 5 points for training, 4 points for salary, or a total of 12 points. If he were white he would receive from the fund \$3 for each point, or \$36, but if he were a Negro, he would receive only \$1.50 for each point, or \$18.

The board did not deny that very substantial inequalities existed, between salaries paid to colored teachers and those paid to white teachers, and that such inequalities had existed over a period of years.

It was claimed by the plaintiff in this case that only training, college degrees, and years of experience should be considered in fixing salaries. The

superintendent, however, claimed that these were only basic qualifications, only a starting point; that many people with college degrees could not teach school; that certain intangible factors enter into the appraisal of a teacher's worth, such as honesty, sympathy, personality, ability to get along with people, ability to give directions, and a number of other things. The court quoted the following from previous cases:

"Teaching is an art; and while skill in its practice cannot be acquired without knowledge and experience, excellence does not depend upon these two factors alone. The processes of education involve leadership, and the success of the teacher depends not alone on college degrees and length of service but also upon aptitude and the ability to excite interest and to arouse enthusiasms." (*Mills v. Board of Education*, 30 F Supp. 245, 249; *Turner v. Keeffe* 50 F. Supp. 647, 651)

The crucial question, in this case, however, was whether there was discrimination between white and colored teachers. The board claimed that substantially all colored teachers are worth less than white teachers; that basic salaries of colored teachers are accordingly lower than the basic salaries of white teachers; and that the public funds therefor should be distributed on a percentage basis.

The court found that this philosophy was not based upon evidence of any kind, that there was and had been over a period of years an unjust policy of discriminating against colored teachers of the district in the matter of salaries, solely on account of their color. The court has the power in equity to redress any citizen deprived of any right, privileges or immunities secured by the Constitution, under cover of any custom or usage of any State or Territory. In this case the Negro teachers were discriminated against.

This case was decided on June 19, 1945 in the Circuit Court of Appeals (eighth circuit). It should be noted that in a previous action the court held as follows:

"In fixing of teachers' salaries, school officials are not required to set up and adhere to some arbitrary standard of college degrees and years of experience, but may exercise their discretion and judgment in each individual case, taking into consideration such qualifications as they deem proper and essential, and

as long as they do this without violating constitutional prohibitions and do not fix salaries solely on race and color, their discretion and judgment cannot be interfered with by the courts." (*Morris v. Williams* 59 F. Supp. 508)

This was the holding of the court in the case before it was appealed to the circuit court, which reversed the holding of no discrimination and ordered that the lower court amend its findings to hold that there was discrimination against the colored teachers.

Morris v. Williams et al, 149 Fed (2d) 703.

You Must Know

Too many teachers are ignorant of the fundamental laws of education. This is a reflection on our teacher training institutions. Every business on earth is regulated by specified laws that have been built up through hundreds of years. Education is no exception, yet teachers and administrators are often ignoramuses as far as knowledge of the legal relationships existing between the teacher or administrator and patrons, pupils, fellow workers and the public is concerned.

What is meant is not "statutory" law but the "common" law of schools and school teaching—the law that has a background of hundreds of years and is still fundamental in our educational systems. It's the law that courts follow in deciding the majority of cases, the law common to all states—the basic law of education. It is drawn upon again and again in court decisions.

In 1945 there was another decision wherein the court held that a person entering into a contract to teach in a public school is charged with the duty of knowing the law and the extent of the power of the school authorities and the manner in which it must be exercised. If the teacher doesn't know and the board makes a mistake, it's the teacher who suffers for ignorance and an ignorance that can be imputed to the teacher training institution which trained her.

Tevin v. School District, 12 N.W. (2) 634.

"You All"

A substitute teacher can obtain tenure rights if the law provides that "all teachers" holding proper certificates may acquire tenure after employment

for a probationary period, provided they maintain good behavior and efficiency. In New Jersey the tenure statute contains the words "all teachers", so a substitute teacher has the right to tenure if she has been employed continuously over a period covering the probationary time of service.

Some boards of education try to circumvent the law by employing substitutes in regular positions so that a teacher may not obtain tenure. Since the entire school system is supposed to train young people to be worthy citizens of a community, when the controlling board attempts law evading methods what can be expected as to the morale of the whole system? The courts as a rule condemn such methods.

In a New Jersey case an art teacher was employed more than three years, within four consecutive academic years, as a substitute art teacher. She was declared by the courts to have obtained tenure because of the words "all teachers" in the statute.

Schulz v. State Board of Education, 36 A(2d) 907, 131 N.J.L. 350.

Question from a Reader

Why don't the unemployment compensation acts include school teachers?

The unemployment compensation acts generally contain a provision stating that services performed for religious, charitable, scientific, literary, hospital, benevolent, philanthropic or educational purposes or for prevention of cruelty to children or animals, no part of the net earnings of which inures to the benefit of any private shareholder or individual, shall not be within the term "employment" as used in the act.

If you teach you are not employed within the act. If teachers are to be covered by the act, as is sometimes proposed, congress or the states must provide for it. It has already been proposed that the unemployment act be extended to all kinds of workers, not to a special class. In one case (*Re Mendelsohn* 262 App Div. 605, 31 N.Y.S. (2d) 435) hospital employees under the provisions of the New York unemployment law were not protected by the act. The same would be true for school teachers. Since the question was raised by a public-school teacher of New York State, a New York case is quoted.



No argument is offered that physical education is above criticism. It probably is doing the poorest work of all departments in public education.—JOHN J. YOUNG in *American School Board Journal* as reprinted in *Ohio Schools*.

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BOOK REVIEWS

PHILIP W. L. COX and EARL R. GABLER, *Review Editors*

Senior Mathematics, by HARL R. DOUGLASS and LUCIEN B. KINNEY. New York: Henry Holt & Co., 1945. 437 pages, \$1.52.

The publication of a new textbook in secondary-school mathematics has aroused again the old controversy over basic purposes in the teaching of the subject. *Senior Mathematics* by Douglass and Kinney has been criticised by Professor Kempner, a colleague of Douglass at the University of Colorado, because "all emphasis is placed on achieving ability to solve problems, with a very minimum of emphasis on developing understanding of the underlying mathematical principles and theorems involved." This reviewer disagrees with Kempner's criticism and supports Douglass's general thesis that "the everyday world is becoming more and more a mathematical world, and the secondary schools must prepare for it"; nevertheless, he cannot help believing that *Senior Mathematics* displays a very limited conception for the social value of mathematics in "our everyday world".

Both Douglass and Kempner speak enthusiastically of the range of topics covered in the book. We would much rather have a book with relatively few topics (6-12) treated thoroughly and comprehensively, and with the chief emphasis on their social implications.

Senior Mathematics is well written and organized, and includes a fine collection of graphs, charts and diagrams; but because of the great number of topics covered—many of dubious value when judged by the criterion of social value in our everyday mathematical world—the treatment of really important topics is in many instances completely inadequate.

SAMUEL GOLDSTEIN

Build Together Americans, by RACHEL DAVIS DUBOIS. New York: Hinds, Hayden & Eldredge, Inc., 1945. 270 pages, \$2.

They See For Themselves, by SPENCER BROWN. New York: Harper & Bros., 1945. 147 pages, \$1.25.

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Build Together Americans opposes the melting-pot slogan so popular in our country by cultural democracy, far more characteristic of American pragmatic and democratic philosophy, as Eduard C. Lindeman notes in his Foreword to the volume. Diversity within a framework of tolerance, cooperation, and common purposes fosters the common welfare, in his opinion, better than the uniformity of outlook and habits implicit in the melting-pot metaphor.

Mrs. Dubois explains the genesis of prejudices and their relation to human maladjustments. She describes the successful efforts of high schools that have engaged in "build together programs" and discusses the social-psychological basis for ameliorat-

ing attitudes. About one third of the volume is devoted to appendices: work sheet; Brotherhood Day program and guest program; radio programs; homeroom discussions; comments and outcomes; a summary of population groups; "Some Do's and Don'ts", and recommended readings.

In *They See for Themselves*, the emphasis is on fact-finding discussion, and cooperation in action. Spencer Brown devotes one chapter to the Documentary Play and another to such practical considerations as introducing cooperative projects, their organization, privileged-group schools, and evaluation. As appendices he prints a commencement program, "America Is Only You and Me"; a living newspaper entitled "Youth"; and a social-studies seminar, "Meet Your Neighbor".

Invitation to Reading, edited by E. R. SMITH, MARION EDMAN, and GEORGIA E. MILLER. New York: Harcourt, Brace & Co., 1945. 533 pages, \$1.72.

Reading for joy, inspiration, and self-instruction has tough competition to meet in these days of radio, pictures, pictographs, cartoons, and "comic" strips. It is quite possible that we academically minded adults are unjustifiably prejudiced in favor

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of reading as a mode of vicarious experience, information getting, and reflective thinking. Certainly, relatively few pupils of junior-high-school age do find a "lift to maturity" through the printed page.

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The contents are grouped under the headings: Paths to Adventure; Heroes of Other Days; Magic in Machines; Outdoor Fun and Friends; For the Sports Fan; People in Far Places; With Skill and Courage; Tall Tales and Short; and As the Other Fellow Sees It. The format of the book is attractive. Suggestions of "things to talk over" and of good books to read follow each of these sections.

American Handbook, prepared by the Office of War Information. Washington: Public Affairs Press, 1945. 508 pages, \$3.75.

Events Leading Up to World War II: Chronological History, 1931-44, compiled by R. A. HUMPHRY and others for the Foreign Affairs Committee, House of Representatives. Washington: Supt. of Documents, 1945. 421 pages, 50 cents.

The World's Destiny and the United States, by a Conference of Experts in International Relations. Chicago: World Citizens Committee, 1941. 309 pages, 50 cents.

The three volumes reviewed here together have in common a wartime orientation, with its almost inevitable symbolism, superficiality, and avoidance of any statements or interpretations that might be regarded as likely to retard the war effort. They are of value because they are factual. They furnish one source of information regarding causes, events, measures, and organizations connected with the world revolution of which our generations are parts.

Of the three volumes, *The World's Destiny and the United States*, though published in 1941, is the

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one that handles questions least gingerly. Perhaps it would be too much to expect that "experts in international relations" might essay boldly to assess the potency and controls of other social-economic and ideological organizations than nations. Nevertheless, it must be obvious that these are the instruments that will be vigorously investigated by Congressional Committees and more or less scholarly "experts".

The experts who met at Lake Forest, Ill., in 1941, discussed the achievements and failures of the League of Nations, the national status and mission of the United States, the new rights of man in an international organization, the new political order, world economics and social justice, and the educational problem and intercultural understanding. All that is reported is of value, though little if anything had not been said before and has not been repeated ad nauseam since that meeting. "International cartels" are barely mentioned twice; class-struggle noted thrice; Communism, once; poverty not at all; Hitler appears twenty-four times; Nazism, eighteen—even the experts seek for personal devils and place their hopes in individual angels!

Occasionally, distinctions between peoples and governments, the civil warfare that was barely held

in abeyance by the international military struggle, are injected into discussions but they are soon swallowed up by clichés and stereotypes. Regionalism, geographic and economic, except as national alliances largely for national securities or national influences, fared no better.

It is the reviewer's opinion that we will never get at and so minimize the potency of the deeper causes of war, if we limit ourselves to jabbering about nations—convenient frameworks for disguising the continuing warfare that breaks out into international violence from time to time.

The American Handbook could scarcely have been more incisive than it is. The funds of the OWI have been so restricted by Congress that it would seem the deliberate purpose has been to keep the American people in ignorance: "No part of this or any other appropriation shall be expended by the Office of War Information for the preparation or publication of any pamphlet or other literature, except the United States Government Manual, for distribution to the public within the United States."

Whatever the shortcoming of the *Handbook*, we are grateful to the Public Affairs Press for bootlegging to the American public so much of the facts of life as the OWI dared to or cared to

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include in their overseas publication. It would seem harmless enough for even the most fascist Tory of Congress to permit the public to peruse.

It consists of thirty-eight brief sections dealing with American governmental, military, civil, and cultural affairs. It is almost completely factual. Only in occasional phrases is there any implication or color that might reflect an opinion of the compilers. As information, however, it is a gold mine.

Events Leading Up to World War II was originally entitled "Chronology of Major International Events, with the Ostensible Reasons Advanced for Their Occurrence". The word ostensible might well have been retained for the publication. Without it, the informed and skeptical reader is likely to marvel at the naivete of the compilers, who nowhere seek to penetrate deeper than the summary statements from official sources go. Considered as a chronology, it misses events of immediate concern to the people of a nation that later affected the world—an oversight implicitly inevitable under this procedure, since no official documents referred specifically to so minor an event as the Lincoln Brigade in Spain. P.W.L.C.

See Here, Private Enterprise! by H. SABIN BAGGER. New York: Island Workshop Press Cooperative, Incorporated, 1945. 152 pages.

The sub-title of this little book, "A Birdseye Book Clarifying Current Controversies," is justified by its text, its illustrations, and its format. With rapier-like wit embellishing illuminating exposition and telling example the author has "Missouri" Mac rip to shreds the mythology of so-called "private enterprise" for his consultant, John Q.

So successful has the wartime advertising campaign been in befuddling the American mind that even reformers almost always preface their arguments with a restatement of their unshakeable faith in "private enterprise". The audacity of apologists for a system that in recent times has been able to employ, at living wages, those who must purchase goods and services, only under conditions of war, flood, and tornado, is challenged publicly only by cynical individuals and radical minorities. Most amazing is the ready acceptance of the farcical slogans by public-school teachers who ply their vocations as agents of a non-private enterprise which was so bitterly attacked and partially vitiated a decade ago by those who claimed priority of property over the rights of the people.

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all, only to have Mac cite the evidence which proves their absurdity. The juxtaposition of photographs furnishes dramatic contrasts between the actualities of private-profit conditions and those controlled in the public interest.

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P.W.L.C.

The Montclair Conference on Workshop Planning, by LESTER DIX. New York: Bureau for Intercultural Education, 1945. 55 pages.

Workshops in which most of the members participate full time have proved their great potential value. By pooling the experience and reflections of those persons and organizations that have successfully used such workshop procedures it should be possible to arrive at some generalizations for the guidance of directors and members of similar ventures.

Such a conference on workshop planning was held at Montclair, N.J., State Teachers College last winter. In this pamphlet, Dr. Dix has explained the purposes, membership, and work of the Conference, and summarized the definitions, conclusions, and tentative recommendations that developed. It will prove of very great value not only for those directly concerned with workshops, so named, but also for all progressive teachers who would adapt the participating processes and exploitation of human, technical, and community life resources for the enrichment and enrichment of creative learning in any purposeful groups.

Workbook in Elementary Meteorology, by F. L. CAUDLE. New York: McGraw-Hill Book Co., 1945. 191 pages, \$1.24.

In this aviation-radio age, the general public has become far better informed about weather forecasting than formerly. Moreover there have been dramatic progressive steps by meteorologists, made possible by better instruments and fostered by the needs of commerce and the military services. This workbook in elementary meteorology combines text materials and exercises with emphasis on application to aviation.

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punched to encourage instructors to adopt whatever sequence of units seems to them desirable.

Mathematics for Everyone, by MARY A. POTTER and HILDEGARDE R. BECK. Boston: Ginn & Co., 1945. Seventh-grade book, 368 pages; eighth-grade book, 428 pages; \$1.28 each.

These new general mathematics books reflect the classroom experience of the authors, a supervisor of mathematics and a head of a department of exact science, respectively. The inclusion of new topics drawn from aspects of the environment that potentially challenge the curiosities of junior-high-school children and of some exercises that even the dullest and least mathematical pupils can complete successfully are the two relatively unique contributions of these books.

While the advertising matter implies the traditional pet-peeve that pupils have not mastered what they have been taught in lower grades, the books themselves accept the universe and provide for human beings as they actually exist. Time, angles, circles, measurements, perimeters, formulas, and the relatively rudimentary computations by which they are effectively dealt with in the life experience of 13-year-olds are presented with little

preoccupation over previously learned (and almost universally forgotten) concepts and skills.

Similarly, the continued work with triangle and circle, electricity and the metric system, ratio and scale drawing, graphs and decimals, business applications of arithmetic; weight, capacity, and volume: these aspects of experience are in large degree learned empirically by many children who fail, who even detest, the school subject "mathematics".

To the reviewer, *Mathematics for Everyone* seems somewhat tentative in its exploration of the revolutionary approach which someday will be embraced—a day when institutionalists cease to control the curriculum. At that time we will inquire what children know and do; not what they have been taught in previous classrooms. Then we will be surprised at the discovery that youths and adults with little scholastic achievement to their credit live quite effectively, even in those aspects for which the school curriculum is supposed to prepare. "School dull and life bright", Butterfield termed them.

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Calif.: Stanford Bookstore, 1945. 47 pages. \$1.

Not only teachers of languages but also generalists in education will be enlightened, unless their stereotypes or vested interests are very deep rooted, by a reading of Kaulfers' discussions of grammar and its teaching. Because of its semantic confusion, many of us have preferred to substitute "good usage" or "cultivated speech" for "functional grammar", but we welcome the carthartic effect of this elucidation of the artificiality of grammatical classifications and rules as a background for better selection of experiences for the improvement of communication.

There is little that is new in this pamphlet. But it does combine in unique degree the results of research and observation, the author's rich background of successful experience as teacher and scholar, and the apt quotations from philosophers and critics, ancient and contemporary. Santayana's "A fanatic is one who redoubles his efforts after he has forgotten his objective", however half-true, is one of the excellent challenges for all intent persons, grammarians or anti-grammarians.



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I also plead for world-wide instruction in the necessity for peace, but along with such instruction I plead for universal willingness at the drop of a hat to break the neck of any nation that attempts aggression. Without a strong, willing, and determined police force, peace is a fatuous dream; and a world police force is nominal and useless unless it is willing to make war.—P. A. KNOWLTON in *School and Society*.

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SCHOOL NEWS DIGEST

(Continued from page 303)

as well as public high schools, for the first time, the Association announces. The first prize is \$400, the second \$100, and the third \$50. A sample study kit will be sent to each participating school, and study kits for pupils' use are available at a small charge. Enrolments in the competition should be sent to the Association at 45 E. 65th St., New York 21. In the spring of 1945, almost 1,500 high schools participated, and about 18,000 of their pupils took the examinations.

WAR MEMORIALS: "Living memorials" of social value are recommended by the Massachusetts Committee on Recreation to communities planning to commemorate their war dead, announces John M. Harmon, executive secretary of the Committee, in *Massachusetts Teacher*. The Committee suggests such memorials as parks, playgrounds, swimming pools, picnic groves, youth centers, and community recreation buildings.

TEACHERAGE: A teacherage recently was bought by the board of education of New Glarus, Wis., to be rented to the principal of the local school, says *Wisconsin Journal of Education*. ("Teacherage" is a quaint term meaning a home provided for a teacher.) The housing shortage has caused the teacherage idea to gain momentum around the country, states the *Journal*. It insures the teacher not only a place to live, but a home that is adequate.

CONTESTS: Hereafter, the essay contests in which West Virginia high-school pupils may engage will be regulated and limited by the Committee on Nonathletic Activities of the West Virginia Association of Secondary Schools. Each school may participate in not more than 4 essay contests during the school year. The subjects for essay contests must relate to curricular material. The contests must be chosen from a list approved by the Committee. But schools may engage in purely local contests, confined within their own counties, as they choose.

LIBRARIANS: There's going to be a shortage of 18,000 librarians in the U. S. in the next few years, warns Ralph A. Ulveling, president of the American Library Association. And in 6 years there's still likely to be a shortage of 9,000. College graduates with one year of library training will be in demand. The greatest library expansion, says Mr. Ulveling, probably will be in public-school libraries, because accrediting bodies are requiring school libraries.

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